OCCUPATIONS

The Vocational Guidance Magazine

MEMBER

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

HARRY D. KITSON, *Editor*

¶ If practice rather than theory is your chief interest, we invite you to scan the table of contents at the right. . . . This month's editorial carries a message of vital importance to all counselors.

¶ NVGA hopes for a substantial increase in membership this year. Line up your prospects for the campaign now under way. A progress report comparing membership status of October 1, 1943 with January 1, 1944 will appear next month. Further reports will be published in subsequent issues. Help put your Branch at the top of the list.

THE EDITORS

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Contents

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Articles

CLASSIFICATION OF ENLISTED PERSONNEL BY THE U. S. NAVY 293
Lt. James A. McCain, USNR, and Lt. Gwendolen Schneidler, USNR (WR)

QUALIFYING AT A "STAR" UNIT 296
Mack T. Henderson and Capt. Curtis H. Moore

HOW'S YOUR INTERVIEWING TECHNIQUE? 299
James F. Bender

DEVELOPMENT OF PERSONNEL RESEARCH IN INDUSTRY 302
Forrest H. Kirkpatrick

TWO VOCATIONAL DIAGNOSES COMPARED 304
Wendell S. Dysinger

ABILITIES MEASURED BY PAPER-CUTTING TESTS .. 308
Ruth L. Close

AVAILABLE INFORMATION ABOUT APPRENTICESHIPS 311
A. W. Forbes

TRAINING ACTIVITIES EXPAND IN 1943 312
Apprentice-Training Service, W.M.C.

FILING OCCUPATIONAL INFORMATION IN ATLANTA OPPORTUNITY SCHOOL 315
Mary L. Huey

Departments

EDITORIAL COMMENT 319
ASSOCIATION ACTIVITIES 321
CURRENT NEWS 325
BOOKS REVIEWED 329

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Classification of Enlisted Personnel by the U. S. Navy

Lt. James A. McCain, U.S.N.R., and Lt. Gwendolen Schneidler, U.S.N.R. (WR)[1]

Bureau of Naval Personnel

THE NAVY had in operation for many years between the first and second World Wars a program for testing and classifying its enlisted personnel, prior to assignment to naval schools or sea duty. The methods were well established in Navy regulations and described in Navy manuals. Regular Navy men, untrained in tests and personnel techniques, had through usage become familiar with the standard tests used in this program. A "70" or a "50" on the old "G.C.T." test had come to have a definite significance.

In peacetime these techniques and practices had served the Navy fairly well by adding to the information which was collected about the man. Furthermore, they had served to "sell" Navy officers over a long period of time on the value of personnel data to highlight differences in capacities to profit from naval training courses. With the stepped-up activities of wartime, however, it became apparent that the Navy's techniques must be improved.

In the late fall of 1942, the Navy began discarding its old personnel techniques and started developing new procedures. After the reorganization of the Bureau of Naval Personnel (formerly the Bureau of Navigation) there was set up in the Training Division's Standards and Curriculum Section which was placed under the direction of Commander Alvin C. Eurich, USNR, a "Selection Requirements Unit." This Unit was charged with the responsibility for putting into operation in all naval training stations, service schools for enlisted personnel, and officer indoctrination schools, an improved system for selecting and classifying men and women of the Navy, both enlisted and officers, for training or other duty assignments. The work of the Enlisted Selection Group of that Unit is described in this article.

Another section of the Bureau of Naval Personnel was assigned the task of classifying enlisted personnel for special duty assignments after they had completed their recruit and primary training courses.

Other units in the Standards and Curriculum Section supplement the work of the Enlisted Selection Group. The Training Standards Unit furnishes job descriptions of Navy "rates" and standard requirements or qualifications which must be met in order to advance in a Navy rate. The Curriculum Unit prepares descriptions of courses of study in operation in the various service schools. The Test Construction and Research Unit is responsible for tests, norms, validity studies, and evaluations of the program.

The pressures of fighting a war afforded little time for validations, evaluations, and other efforts at refinement and perfection. The fact that the rapidly expanding Navy was processing from 50,000 to 100,000 enlisted men and women every month through seven naval training stations, demanded immediate establishment of the best techniques available. Improvements through research and

[1] The views expressed here are those of the authors and not necessarily those of the U. S. Navy.

trial and error must follow and accompany practice.

New Classification Procedures

As new tests were developed, cumulative record systems devised, and manuals on records and procedures prepared, directives establishing them were sent out. Several hundred men were selected and trained as petty officers, rated Specialist "C" 's—classification interviewers—in several sessions of a four weeks' intensive course in the specific techniques to be used in classifying recruits. Officers were selected and trained to carry on the administrative work of the classification program of each naval training station. Selection Departments were established by the Bureau as separate units immediately under the Commanding Officer of each of the seven naval training stations, and responsible to the general administrative authority of the Bureau of Naval Personnel.

A strong effort was made to insure that the procedures introduced should be standard throughout the Navy. In the past the selection offices had been less closely supervised by the Bureau and therefore practices in the several stations were widely variant. A record from one station did not have the same meaning as a record from another station.

With the new interviewing procedures, tests, record systems, etc., now in operation, an Enlisted Personnel Qualifications Card found in a man's service record at sea or at a far-flung naval base can now be interpreted in the same way, regardless of which station originally processed him.

The procedures now used in the selection departments at six naval training stations for men (located at San Diego, Farragut, Great Lakes, Sampson, Bainbridge, and Newport) and in the naval training school for women (Bronx, N. Y.) are similar.

The naval recruit receives several types of services at the training station, the most important of which are the general indoctrination training, the medical examination, and the selection process. Soon after he "comes aboard" the procedures of the selection department are explained to him and he is shown sound films on Navy rates depicting "Your Job in the Navy." More information and chances for answering questions about opportunities in the Navy are given in lectures and through handbooks. Then the recruits are assembled again in groups for the Navy basic test battery, which is administered according to rigidly prescribed and improved standards in morning and afternoon sessions of about two hours each. The men are examined for "general classification," reading ability, spelling, arithmetical reasoning, aptitude for clerical work, aptitude for learning radio code, aptitude for mechanical work, and mechanical and electrical information. Enlisted Waves receive the same tests, with the exception of the mechanical information test.

Special tests may be given to some recruits if they are being considered for rates such as radio technician, underwater sound operator, and rangefinder operator, requiring special abilities not tapped sufficiently by the general battery.

Prior to the selection interview, the results of the physical examinations are recorded on all interview cards. The tests are scored, raw scores are converted into Navy standard scores, which are systematically recorded. The recruit is also given an opportunity to summarize pertinent information about himself, his background of training and experience, his interests and hobbies, etc., on an "Aid to the Interview Blank." This procedure saves time so that the interview itself is not consumed in gathering routine information.

Each of the thousands of naval recruits being processed monthly, receives at least one twenty-minute personal interview, when the information is summarized and recorded on the Enlisted Personnel Qualifications Card. It is later checked by a chief interviewer. The specially trained interviewer at this time recommends a first and second assignment in the light of the man's training, experience, abilities, aptitudes, and interests. Recruits are encouraged to express a preference for assignment but are no longer selected for training on the basis of "choice" alone. Such preferences have been found to shift with passing fancies or whims, to be often based on lack of information or on misin-

formation about the duty, and thus to contribute to high attrition rates in the schools and to serious losses of manpower.

Making the Assignment

The assignment is made on the basis of all available information about the man and the needs of the fleet. First it must be decided whether the recruit is school material, and second, which type of training would best utilize his background of abilities. As all fighting units of the Fleet are now highly mechanized, a high percentage of enlisted personnel must be technically trained specialists. This requires that following the basic training program approximately one-third of the enlisted men and three-fourths of the enlisted women be sent to service schools where they receive from three weeks to nine months special instruction for such duties as electrician, fire controlman, radio technician, link trainer operator, control tower operator, and aviation machinist mate. The interviewer may refer to the "Interviewer's Classification Guide," which summarizes for each rate the description of job duties, the course of training, and the qualifications required—physical, personal, and measured abilities. He also has other indispensable tools, useful in conducting the interview, which have been developed over a period of several years by the Occupational Analysis and Manning Tables Division of the War Manpower Utilization Bureau and made available to the Navy and to other military and governmental services. These include the *Dictionary of Occupational Titles*, an aid in describing the recruit's occupational experience by a job title and code number; the Navy Occupational Conversion Tables for determining the Navy rates most closely related to his civilian experience; and the Oral Trade Tests for determining the recruit's general level of trade knowledge.

To increase the chances for the assignment of personnel to appropriate training, the quotas for all schools are dispatched to the seven training stations by the Bureau after it has received from each station a preliminary statistical report giving the assignments which have been recommended by the interviewers for each week's recruit input. Thus, if one station draws on a higher level population than another, its quotas for school assignments will be higher than those of a station which draws from a less selected group. In this way there is some control of the training opportunities in terms of the qualifications of recruits.

The Cumulative Record

After all assignments have been made and quotas filled, the completed Qualifications Card is photographed, the microfilm is developed, and the print is delivered to the Bureau of Naval Personnel. The original card is inserted in the "jacket" with other records which accompany the man wherever he goes during his service in the Navy. This card thus becomes a permanent, cumulative record, containing all data gathered at the time of the original classification in the training station, to which is added a record of all school grades and reports from naval activities to which he is later assigned. This record is of value when the enlisted man or woman must be detailed to duties or seeks advice about training opportunities while in the Navy, or later upon discharge when he is making an adjustment back to civilian occupational life.

A second record is made on an electric accounting punch card. These data are forwarded to the service school where additional materials are added; and the card is returned to a research unit for processing to determine the validity of the methods used and to evaluate the efforts of the selection departments.

Further Classification

After the enlisted man has been assigned to his first duty, his further placement is assumed by the Division concerned with the advanced classification of enlisted personnel. This aspect of the Navy's personnel program is carried on by interviewers trained in the course conducted by the Enlisted Selection Group of the Training Division.

When the enlisted man has been trained and is assigned to his ship, a second classification problem arises. In addition to performing the duties of the rate for which he has been prepared, he also must be assigned

to a battle station. In other words, a Storekeeper might at general quarters be the loader on a 20-mm. gun; a Yeoman might serve as telephone talker on the bridge. These battle billets have special personnel requirements just as do the rates. Classification in the Navy is thus a twofold process.

Advanced classification centers have been established at receiving stations and other bases, and they use the same interviewing procedures, records, and techniques. Recommendations are made for transfers and for more specific assignments to billets on ships and at shore establishments. Men from the fleet are selected for advanced types of training. Officers of new ships are assisted in assigning men to battle billets, in selecting "strikers" for the various rates, and in identifying a variety of "specialists," such as barbers and photographers in assignment of personnel. The "shakedown cruise" of a new ship formerly required much wasteful shifting about of men to determine where each fit best. This more systematic program for assigning personnel has resulted in the more efficient utilization of time and manpower during the shakedown. Naval officers who have tried out these methods are enthusiastic about the immediate results, as well as future possibilities for improving personnel procedures in the Navy.

Qualifying at a "STAR" Unit[1]

MACK T. HENDERSON and CAPT. CURTIS H. MOORE

Civilian Educational Adviser and Classification Officer, AGD, respectively

THE WORD "qualify" is used very frequently in the classification process of the Army Specialized Training Program (ASTP). One man qualifies for Foreign Language and Area study, another qualifies for Basic Education, another qualifies for Advanced Engineering, and another qualifies for pre-professional or professional Medicine or Dentistry. A soldier who "qualifies" is one who has been accepted for college training under the supervision of the Army Specialized Training Division.

The word "qualify" has a cold connotation to those who are unfamiliar with the classification procedures of ASTP. Actually the classification process follows accepted principles of educational guidance, with the exception that conclusions must be reached rather quickly, without the advantage of careful follow-up study of individuals. It is true, also, that in this program the socio-economic background of individuals is minimized, but this apparent omission is probably an advantage.

The Specialized Training and Reassignment (STAR) unit of the AST is responsible for the final classification of a soldier who wishes to undertake the intensive Army-college program. A soldier who makes application for AST, and who meets the minimum general standards, is sent to a STAR unit by the Field Selection Board, but it is at the STAR unit that the soldier's qualifications are examined in detail. Procedures vary at STAR units, but those responsible for classification at STAR Unit No. 4760, Grinnell College, Grinnell, Iowa, have been following the principles of educational guidance.

After his arrival a soldier is first of all allowed to rest for a day. Then he listens to a lecture explaining the opportunities of AST and the sort of backgrounds necessary to qualify. He may ask questions about any phase of the program, and finally indicate that phase which interests him most. After he has heard the program explained in detail he may find that he has no interest in AST. If

[1] This report has been read and approved by Lt. Col. W. G. Davis, the Commandant of AST (STAR) 4760.

so, he is encouraged to make this fact known so that his wishes may be honored without prejudice. While a soldier arbitrarily assigned to AST would realize that loyalty should call forth his best efforts, those in charge are fully aware that interest plays an important role in the program. Ordinarily in this intensive and rapid program, the soldier who is interested will accomplish the most; the disinterested person gets hopelessly behind. A soldier who is not interested is not accepted for AST at this STAR unit.

Tests Aid in Classification

After the program has been explained, and after the soldier has indicated in writing his educational background and preferences, he is given several objective tests. Every soldier takes the American Council on Education (ACE) test as a check on his Army General Classification Test (AGCT) rating. The scores on both of these tests furnish a fair indication of the soldier's ability to learn—hence they are referred to as aptitude tests.

In addition to the ACE test, a soldier takes achievement examinations which measure his knowledge in certain fields of preparation. If he is under 22 years of age and has only a high school education he takes an examination in general mathematics, elementary algebra, and natural science. If he has had college training which included mathematics, physics, and chemistry, he takes examinations in these fields. (All men who are twenty-two years of age or more must have college training in order to qualify.) If he prefers Foreign Language and Area study and has the necessary college background, he takes a written examination in the language he speaks. He also appears for an interview with an expert in the language under consideration, by way of determining the soldier's degree of conversational ability.

When all of these data are compiled and recorded, the soldier appears before the STAR Selection Board. In this interview, a complete discussion of the soldier's qualification is undertaken: his educational background, the section of the country from which he came, the nature of any previous Army schooling, his test scores, his civilian occupational status, the number of years he has been away from studying, his preferences, etc. Here, again, the soldier is encouraged to ask questions about any phase of the program he may not understand, and to submit additional information which his records do not show but which should have consideration.

During the interview-discussion at STAR Unit No. 4760, the board and the soldier try to agree on the best ASTP assignment. Even if a soldier cannot qualify for an AST assignment, the aim is for everyone concerned to agree.

In case agreement cannot be reached promptly several alternatives are possible. If, in the judgment of the board, the soldier's qualifications are hopelessly below the acceptable standard, the board makes the decision. If, on the other hand, the picture is not clear, further tests may be administered as checks upon the first; consultations with specialists may be arranged; or just 24 hours to "think it over" may be indicated. It is desirable sometimes to assign a soldier to a week's intensive course in algebra or in a foreign language, and then discuss his classification in terms of the progress he made during the week's instruction. This is done when low scores on the achievement tests seem to be due to long absence from active contact with the subject involved, and where irregularities in the soldier's background or test scores confuse the picture.

In keeping with sound personnel procedures, this STAR Selection Board revises from time to time the qualifying standards according to data assembled through group follow-up studies. At regular invervals the academic progress of those processed at this STAR unit and now in AST training at various colleges and universities is secured for study. These reports are checked carefully against the qualifications these same men presented at the time of their interviews. Where, in light of actual performance in AST units, it seems wise to adjust the standards of qualification, this is done. (The STAR unit is allowed to make these adjustments so long as the standards go no lower than those established by the War Department.) In other words, this STAR unit has accepted the responsibility for evaluating its own work and for revising its standards according to avail-

able data. This procedure, so essential to educational guidance, has made possible better classification at this STAR unit, because it has provided facts rather than "hunches" on which to base conclusions.

Grinnell College provides academic instruction to nearly everyone who has been classified. This instruction, which varies from two to six weeks depending on War Department requisitions, enables the soldier to become acquainted with the rapid pace of the AST college program, to deal with a civilian college faculty, and to refresh himself in background materials essential to the work he will undertake in the regular AST term. High school graduates who qualify for Basic Education are introduced to college mathematics, physics, and chemistry, since their work in AST will be their first experience with higher education.[2]

Advanced Engineers are assigned to classes in advanced mathematics (analytical geometry, differential and integral calculus) and engineering physics (mechanics, heat, light, sound, electricity). Those classified for Foreign Language and Area Study receive instruction in a foreign language, in European History, and in European Geography. In addition, each man receives twelve to fifteen hours each week of physical education and military instruction. With the exception of the military training all of this instruction is supervised by a civilian faculty.

A soldier's performance in these college classes is a further indication as to whether or not he will succeed in his AST assignment. If for any reason his performance is below standard, the instructor is encouraged to report this fact with the understanding that this man's classification will be reconsidered by the STAR Selection Board.

Achievements Serve as Cues

While the classification procedures outlined above may seem complicated, they are actually very simple when one realizes the importance of classification to the Army and to the individual soldier. This means that in fulfilling the needs of the Army the soldier must be regarded as an individual whose educational background is different from that of every other individual, and whose preferences must be considered in the light of his unique background. The procedures followed by this STAR unit make it possible to consider these matters thoroughly.

It is interesting to note that these procedures give emphasis to accomplishment as an indicator of aptitude. The only question formerly asked about a person's background in mathematics was, "How many years have you studied mathematics and what material did it cover?" Today, this same question is asked, but in addition a more important determination is made: "How much mathematics do you know?" This is the reason for so many achievement examinations. One's knowledge of a subject must, of course, be interpreted in relation to the length of study, the content covered during study, how long ago the subject was studied, and whether or not his occupation demanded use of the material under consideration. This emphasis on accomplishment—a point of view which has been gaining ground in academic circles during the past few years—makes it possible to give recognition to those who have acquired knowledge without benefit of formalized instruction. Occasionally a soldier who has made a hobby of physics but never had formal instruction in the subject claims he knows enough about it to undertake a certain AST curriculum. If this soldier makes a satisfactory score on the examination —this happens not infrequently—the fact that he has had no high school or college physics is not held against him. On the other hand, it is not uncommon to find men who studied physics in high school or college physics but who cannot pass the examinations. In these instances, other things being equal, these men would be considered poor risks for AST. Similar examples could be cited from mathematics and chemistry.

Those in guidance and personnel work should find encouragement in the STAR selection procedures. To "qualify" for ASTP at STAR unit No. 4760 is to qualify according to sound personnel practices. The college curricula designed to fulfill the specialized

[2] History, geography, and English are also a part of the Basic Education terms, but for reasons of expediency they are omitted from the STAR instruction.

needs of the War Department are strenuous; therefore, those who are to undertake these curricula must be selected very carefully. This STAR unit considers it a privilege to report that its procedures require a careful analysis of the qualifications of each individual in relation to the curricula available. The data for this analysis are the data of educational guidance: educational history, occupational background, personal information, likes and dislikes, aptitude and achievement test results, and personal interview data.

How's Your Interviewing Technique?

JAMES F. BENDER

The National Institute for Human Relations, New York City

Some years ago the Western Electric Company discovered that a program of employee interviewing conducted at its Hawthorne Works greatly exceeded expectations in increased earning power, improvement of morale, and better understanding between employees and management. Since then, other companies have adopted similar programs with comparable success. But the majority of manufacturing and business firms of this country have not as yet realized the full potentialities of an efficiently conducted program of interviewing by trained personnel.

Interviewing is devoted to obtaining information, giving information, and changing attitudes and behavior. This last element, sometimes referred to as motivation, is playing an increasingly significant role in morale building of war workers. After the war, its usefulness will not decrease. In many ways, the interview that has motivation as its main objective is the most difficult to conduct successfully. It depends upon so many personal qualifications of the interviewer and his relationships with the interviewee.

Typical Cases

The daily need of motivating employees is readily illustrated on every hand. Here are three typical examples:

Case 1: John Brown, age 51, a competent, steady worker in a carbon paper factory, reports to the plant superintendent that he is quitting because "that young whipper-snapper of a foreman," age 27, "bawls me out." Brown is difficult to replace, and the foreman is competent too. The superintendent's immediate responsibility is to iron out the disagreement between the two men, persuade Brown to change his mind and stay with the job, establish permanent harmony between Brown and the foreman, and influence the latter to use more diplomatic procedures in handling his men.

Case 2: Mary Smith, age 24, a newly initiated bank teller, complains that she doesn't like her job because of the "kidding" she receives at the hands of some of the men customers. The manager of the bank, hard pressed to obtain tellers, is faced with persuading Miss Smith to stay on the job and educating her to meet the problem of "kidding."

Case 3: Salesman Jones is accused of being peremptory by a number of good customers. Until recently, his sales record has been free of complaints. Being in the midst of a seller's market he has lost his perspective, temporarily at least, thus causing considerable ill will. The sales manager's task is to motivate Jones to change his attitude and tactics and re-establish good-will with the customers, preparing for the future buyer's market.

Throughout all the interviews that such cases demand, the interviewer has to obtain facts, give information or instruction, and above all persuade the persons involved to adopt a different attitude. His success or

failure depends upon many factors, five of which are constant, and thus merit our consideration.

When an interview is successful, rapport has been established between the interviewer and the interviewee. Rapport is essentially a state of reciprocal confidence and respect or even admiration on the part of the interviewer and interviewee. It depends on the personalities of the participants. Frequently, the reputation of the interviewer as a fair-minded, if not a kindly person, goes a long way to put the interviewee in a favorable attitude for the interview. A courteous reception also aids rapport.

Building Rapport

As an example, we may cite the top-ranking executive of one of the largest radio networks and a master of interviewing technique, who invariably calls for the interviewee in the outer office and escorts him to the private office. To be sure, this courtesy takes more time and energy than bidding the secretary to "send the next man in," but the procedure pays handsome dividends in human relations. The interviewee is complimented by the action and is likely to carry away with him the conviction that the interviewer is a humane and interested person. Good manners generally are never-failing aids: a firm handshake accompanying a friendly word of greeting and, if possible, calling the interviewee by name, help to launch the interview auspiciously. Good manners also include seating the interviewee comfortably, in a face-to-face position in adequate light. Many seasoned interviewers seat the interviewee at the opposite side of the desk. This position allows the interviewee to conceal his hands and feet—those troublesome members of the embarrassed individual—and it still permits a full face-to-face interview at an ideal distance for friendly conversation. Yet another aid in building rapport lies in the phrasing that the interviewer uses. A blunt "What do you want?" at the beginning may ruin the tone of the whole interview, no matter how much good-will the speaker has. A few seconds of preparation before each interview devoted to taking the interviewee's point of view inevitably results in the tactful wording of questions. Any device that encourages the interviewee to feel at ease, confident, and ready to talk is likely to build satisfactory rapport.

How's Your Composure?

Before an interviewer can put another at ease, he must himself be at ease. That is why an occasional pause for self-evaluation is recommended to the interviewer. It is difficult for us to see ourselves as others see us, and it is surprising how readily we may fall into undesirable attitudes and habits which are sometimes identified as *occupational neuroses*. Let's take *autistic gestures* as an example. Autistic gestures are those recurrent movements of the body, limbs, and face of which the possessor is more or less unconscious. Ear-pulling, nose-picking, twitching of the lips or eyelids, twiddling the thumbs, drumming the desk, shrugging the shoulders, jerking the head—are only a few of the commonly observed autistic gestures likely to recur during an interview or in conversation. Frequently, autistic gestures reveal tensions, mental conflicts, and similar maladjustments. In most cases they hinder effective interviewing, for they distract the attention of the interviewee and tend to make him nervous. The careful interviewer, therefore, will determine what autistic gestures he has and then take appropriate steps to eliminate them.

How's Your Speech?

Of outstanding importance is the speech of the interviewer, for speech is the means of communication. Curiously enough, we are poor judges of our own speech, principally because we cannot hear ourselves as others hear us unless we have access to a reliable recording machine. A person hears his own voice mainly through bone conduction; he hears the voices of others—and his recorded voice—largely by way of air conduction. Now, a sound or vocal quality carried by bone is interpreted differently in the hearing center of the brain from the sound carried by air waves. This phenomenon leads to the inevitable response, "Why, that doesn't sound like me!" when we hear a recording of our voice for the first time. A reliable

voice recording is therefore recommended because it provides the interviewer with an opportunity to judge objectively his articulation, pronunciation, and vocal inflection. Often an expert can suggest speech improvement that brings handsome returns in increased effectiveness as an interviewer.

The careful interviewer makes certain also that his speech and voice are responsive to the thought and emotional content of his vocabulary. Words in themselves are often poor conveyors of thought; when accompanied by effective modulation they become enriched in meaning. Take, for example, the significance of vocal stress in this sentence:

1. *How* would you suggest we improve this situation?
2. How would *you* suggest we improve this situation?
3. How would you *suggest* we improve this situation?
4. How would you suggest *we* improve this situation?
5. How would you suggest we *improve* this situation?
6. How would you suggest we improve *this* situation?

Although the wording is exactly alike in all six examples, each indicated rendition has a meaning all its own.

The tone of voice also has important implications. Have you ever listened to an interviewer who gave a sarcastic and unfriendly impression because of the quality of his voice? Doubtless we have all heard well-worded questions misinterpreted by the interviewee because of poor vocal quality and inflection.

How's Your Hearing?

Closely related to the speech of the interviewer is his hearing. Realistic estimates indicate that one and a half per cent of the total population has hearing losses that interfere with social and vocational adjustments. These individuals are often ignorant of their loss of hearing because they hear many noises and some of the speech sounds. Those who have this kind of hearing loss constitute a group much larger than the number of deaf mutes and deafened. Hearing losses frequently develop slowly and are difficult to apprehend without an audiometric examination which should be taken periodically. Since most hearing losses are progressive if not treated, it behooves the interviewer to conserve his hearing. If he falls into the habit of asking people to repeat questions, he has a good warning that he should have an audiometric examination.

How's Your Listening Ability?

Sharp hearing alone is not sufficient for effective listening. The psychology of effective listening depends upon much more, the power to concentrate on the interviewee's words, the significance of their arrangement, and their implications. The interviewee's omissions, facial expressions, his line of reasoning or exposition—all are assimilated by the master of listening.

Other things being equal, the best interviewers are those who encourage the interviewee to do most of the talking; they are expert listeners who are able to guide the flow of speech of the interviewee into profitable channels. The interviewer has no more powerful weapon of motivation than the ability to get the interviewee to phrase the conviction or the objective that the interviewer predetermines. Too frequently, the inexpert interviewer feels that unless he does most of the talking he will lose his position of dominance. A profound listener may indeed be dominant in the interview, and usually is.

In conclusion, then, there are many specific habits and techniques that enter into ability as an interviewer. In order to become proficient, the interviewer may well pay closer attention to these habits and techniques. Excellence in interviewing often depends on the improvement of details. Five of these fundamentals: rapport, composure, good speech and hearing, and listening ability, are often neglected. Perfecting them inevitably results in more effective interviewing techniques.

The Development of Personnel Research in Industry

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It is gratifying to be able to report that a number of industries have set up a department or designated an officer to undertake studies related to research in the field of personnel management and industrial relations. In some instances the accomplishments are of considerable magnitude and significance. In many cases, only the surface of a few problems has been touched. In departments or sections already established for personnel research, the functions are typically as follows:

1. Compilation and presentation of personnel statistics.
2. Development of procedures and policies.
3. Analysis of legislation and executive orders related to labor.
4. Preparation of manuals, forms, and digests.
5. Supervision of personnel control standards.
6. Psycho-metrics, or the construction, validation, and utilization of all kinds of psychological tests.
7. Development of specific plans for merit rating, upgrading, and use of employee suggestions.
8. Job analysis and job evaluation.
9. Forecasts of labor costs.
10. Studies related to the social processes.

This represents an important and interesting development and one that may offer vocational opportunities for a limited number of young men and women who are qualified by training and experience. In writing on "Industrial Relations Research" in the January issue of *Personnel Journal*, Dwight L. Palmer of the Lockheed Vega Aircraft Corporation says:

> "A successful program for industrial relations research will be characterized by the following traits:
>
> "It will make full use of the knowledge and methodology of each of the Social Sciences, such as psychology, anthropology, sociology, group behavior and even economics.
>
> "It will be carried on through the cooperation of several trained research people rather than by the individual efforts of any one person.
>
> "The research group will be organized so that senior analysts may retain single responsibility; at the same time, the junior members of the group will function on a fluid basis, so that available manpower can be shifted easily as different needs arise."

If personnel research is to be given major attention by industrial management, what tasks or needs shall be given priority? It is likely that such a priority list would differ from plant to plant, from industry to industry, and perhaps from community to community. At the risk of being classified as impudent or delirious, we might propose eight major areas for personnel research that may be studied in a cooperative way, several major industries attacking the same problem. There seems to be no solid reason why the research facilities of CIO and AFL should not be called upon for help and counsel. These areas are as follows:

1. *Forms and Job Titles.* A study should be undertaken to determine whether there can be any standardization of personnel forms or if that is too much, whether any pattern can be established that will allow forms to be comparable in scope and service. Likewise the standardization of job titles would add to the effective placement and transfer of workers.

2. *Training Methods.* The length of time required for job training, the methods used, and the quality of training provided need to be analyzed, thoroughly reviewed, and some semblance of efficiency and quality put into this most important phase of personnel management.

3. *Job Evaluation.* Here there is no pattern, no goal, and no technique that is entirely acceptable to management and unions. There are individual plants where much has been accomplished but, by and large, American industry has permitted this important re-

sponsibility, which closely affects the relationship of the man to his job and his company, to be manhandled by pressure groups, "rate mechanics," and tradition.

4. *Accident Proneness.* In spite of all the good work that has been done on safety, much research waits to be done. Studies with sensori-motor coordination tests, audio-visual tests, temperature and light controls, retraining methods, and contra-suggestibility should be continued and correlated.

5. *Better Selection and Placement Techniques.* This means not only further development of tests, scales, and interview procedures, but also clean and helpful devices for matching the applicant to job specifications. The occupational misfit not only causes material and economic waste, but is a personal, indeed a social, tragedy. The use of scientific methods in selecting and placing workers can reduce this waste and avert such tragedies.

6. *Channels and Techniques for Cooperative Relationship.* It is not necessary for us to believe that management and labor must always be working from opposite sides of a table or a proposition. Some research should be undertaken as to channels and techniques which make cooperative activity not only possible but natural and easy. There are ways and means, perhaps even devices and time seasons, that can serve as catalytic agents to cooperative activity between persons, groups, nationalities, and races, that will lead us closer to this goal.

7. *What Is on the Worker's Mind?* Volumes have been written and spoken about what the worker thinks in factory, town, and in his organizational affiliations. It is doubtful, however, whether anyone knows much what these men and women who work with us really think about their boss, their job, and their company. What the worker thinks may be far different from what we think the worker thinks. There should be some means whereby we can tap his thoughts and his message. This will be one of the most difficult research problems but that need not lessen our concern. We spend thousands of dollars each year—in bulletin board notices, in conferences, in company papers, in newspaper advertising . . . trying to tell the worker what management thinks and what management would like to have him think. Why not spend some money and time trying to open up the other end of the communication line?

8. *Motivation and Work Satisfaction.* Here is a whole area of complex and difficult psychological problems. Their importance cannot be overestimated. The difficulties that face such a study should not dishearten us because even the most atomistic studies can be of help in understanding the forces and factors that give men the urge to work vigorously at their jobs and to get satisfactions from activity and accomplishment.

There are many other problems that should be tackled by personnel research both in industry and in private research centers—that will have a great effect on the development of the science and art of personnel management. Such problems as the following are merely suggestive:

1. Discovery and development of promising executive talent.
2. Pattern for most efficient work schedule—daily and weekly.
3. Means for communicating ideas and purposes to workers.
4. Vocational guidance and occupational readjustment for those not fitted by talent or temperament to the job assigned.
5. Rehabilitation and utilization of handicapped and atypical workers.
6. Relation of wage and salary structure to tenure, job evaluation, changes in work process, personal satisfaction and motivation.
7. Studies of human interaction and evaluation of human behavior—in terms of total situation and social conditioning.
8. Understanding and utilization of the social phenomena and social structure of the factory.
9. Means for increasing the stability and security of the work force, perhaps providing continuous employment or an "annual wage" for all employees.
10. Development of methods and motivation of workers toward more objective and comprehensive self-evaluation.
11. Longitudinal, as opposed to cross-section studies, of worker attitudes and opinions.
12. Development of skills and techniques

for dealing with cooperative phenomena at all levels, in varied situations, and under difficult social pressures.

Research in the area of human relations is difficult. One must move cautiously, avoiding the error of attempting to measure the unmeasurable. Yet difficulty is not an excuse for being content with arm-chair opinions and fictitious conclusions. If this civilization is to survive hopefully and intelligently, our technological development must be matched by better understanding of the complicated phenomena of human motivation and adjustment, social structure and sentiments, interpersonal relationship and collaboration, and all matters related to the "human resources" of business and industry. That opens an exciting opportunity to create and to enter a new profession and a new service to society.

Two Vocational Diagnoses Compared

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THIS PAPER reports the procedures followed by two vocational counselors in dealing with the same individual. The different methods and conclusions are reported, with comments and criticisms. Since the subject has now made her vocational decision, the relationship of the two studies to this choice can be considered.

The subject was a young woman who was near the close of her freshman year in college at the time of the first study; the second study was made a year later. She is quiet in manner, but very well adjusted in her social relationships. Her academic record, while fairly good, had been a disappointment to her, especially during the second year. She felt that a vocational plan would supply an objective in her school work. Prompted by her parents, she was also giving considerable attention to the practical outcome of her education. She sought a systematic study of her vocational problem with these two motives.

PROCEDURE OF FIRST COUNSELOR

In describing the first counseling effort considered here, the author has used the written reports of the advisers. The original data and information about the conferences are not available. The reports, however, contain sufficient information to show the method and the recommendations submitted to the subject.

The tests administered in this first study were: Johnson O'Conner Wiggly Blocks, Word Association Worksample, Vocabulary Worksample, Number-checking Worksample, a ten-minute theme to measure creative imagination, Inductive Reasoning, Tweezer Dexterity, Finger Dexterity, Observation, Seashore Music Test for tonal memory and pitch discrimination, Number Memory Worksample, and four Experimental Worksamples: Memory for Design, Analytical Reasoning, Verbal Inductive Reasoning, and Eye Dominance and Hand Dominance. In the report, these tests are not specifically named and the terms may in a few cases refer to the aptitude under measurement rather than to the tests themselves.

The following were listed as "aptitudes" with grades assigned according to test result:

Structural Visualization	A+
Observation	A
Pitch Discrimination	A
Memory for Design	A
Finger Dexterity	A
Creative Imagination	B
Inductive Reasoning	B
Tonal Memory	B
Analytical Reasoning	C

Accounting Aptitude	C–
Number Memory	D
Tweezer Dexterity	D

The recommendations made by the counselor emphasized the use of the highest aptitudes in one's vocation. The test score in the Wiggly Blocks was unusually high, and was given considerable emphasis in the interpretation. The characteristic important in such success with this test was termed "structural visualization," and was reported to point toward the vocation, engineering executive. A booklet was supplied for study, "Characteristics Common to Engineering Executives."[1] Radio, motion pictures, and television were mentioned in this connection. Science courses were advised; clerical work was to be avoided; vocabulary was low and should be improved; the subject's social talents were recognized and participation in group activities was encouraged. No claim was made that tests could specify vocation or course of study, but the recommendations indicated exploration in the fields named.

A later report amplified the vocational recommendations. The subject's wide range of aptitudes was recognized, and the difficulty of finding a single job which used all these aptitudes was emphasized. Further suggestions pointed to architecture, stage design, commercial design, city planning, and housing. It was felt that the field of housing offered opportunity for women, and several references on this topic were named. It was again recommended that she avoid stenography and bookkeeping. The continuing quest for the right vocational opening was recommended, with test results to be supplemented by "other factors such as interest, knowledge, and experience."

These recommendations were confusing to the young woman and to her parents. They felt that the general title, "engineering executive," was absurd and that the more specific suggestions did not clarify the matter. Accordingly they arranged the second vocational study.

[1] "Characteristics Common to Engineering Executives," 1938, Human Engineering Laboratory, Hoboken, New Jersey.

Evaluation of Procedure

The evaluation of the first study raises some questions. First, in the report only slight reference was made to educational achievement. Apparently, marks received in high school and college were not consulted; in any case, such data received only passing mention in the reports.

Second, no recognized intelligence test was given. Such traits as creative imagination, inductive reasoning, and analytical reasoning were studied, but, until such time as analysis has revealed the constituent elements of intelligence, a general intelligence test may furnish important data. This is particularly true in considering vocational level.

Third, no general achievement tests were given unless the vocabulary worksample be so regarded. Relative achievement in different fields remained unexplored. The word "aptitude" was frequently used, but past achievement as a measure of aptitude was largely disregarded.

Fourth, much emphasis was placed on the superior performance with the Wiggly Block test. This test is subject to some discount on grounds of reliability. The puzzle element is apparently high, and this is a complication not to be lightly regarded. The subject herself reported that she noticed different thicknesses in the layers of the assembled block. She attributed the speed with which she assembled the pieces to this observation. This test might play a part in a battery, but it could hardly serve as the central test in an investigation of vocational potentialities.

Fifth, the test battery used is largely the product of one laboratory. It apparently does not include the contributions of other research workers. The Seashore Music Test is an exception.

Procedure of Second Counselor

In reporting the second case study, the writer has the advantage of more complete information.

First, high school and college grades were considered. The subject's high school record placed her in the upper third of a class of more than 200 graduates. Most of her grades were in the upper 80's; her lower grades were in geometry, chemistry, and

typing, while her higher grades were received in a scattering of subjects. In her first year of college work, grades were satisfactory. She received A's and B's in Art with C's in English and French. In her sophomore year, grades were lower, with a C− average. She dropped the study of art, received D's in French, and a C and a D in Zoology.

Second, she took an Otis mental test (S. A. higher) in high school, with a score of 34 (50th percentile in local norms). Upon admission to college, she took the A.C.E. Psychological Examination (1939 ed.), showing an L score of 49 and a Q score of 34 with a total score of 83. Norms for the hand-scored edition show the L score to be approximately the 25th percentile for men and women, and somewhat lower when compared with the women's norm. The Q score of 34 is approximately average. The total score was on the 33rd percentile. She also took the English Aptitude and English Training test of the Iowa Placement Examinations (Revised A). Her raw score on the English Aptitude test was 42 (50th percentile); her raw score in English Training was 103 (59th percentile).

During her sophomore year, she took the tests of the National College Sophomore Testing Program (1941), with these results:

Cooperative English Test: Mechanics, 6th percentile; Effectiveness, 14th percentile; Vocabulary, 43rd percentile; Speed of Comprehension, 6th percentile; Level of Comprehension, 10th percentile; Comprehension Total, 14th percentile; English Total, 8th percentile.

General Culture Test: Current Social Problems, 43rd percentile; History, 50th percentile; Literature, 67th percentile; Science, 65th percentile; Fine Arts, 75th percentile; Mathematics, 23rd percentile; Total score, 54th percentile.

Contemporary Affairs Test: Political Events, 43rd percentile; Social and Economic Events, 16th percentile; Science and Medicine, 84th percentile; Literature, 50th percentile; Fine Arts, 82nd percentile; Amusements, 55th percentile; Total, 50th percentile.

These were the academic records and the test results that were available when the request for the second study was made. They show quite satisfactory high school work, with her college grades dropping the second year. By the close of the first semester of the second year, it was apparent that she was not developing satisfactorily. The credits for the second semester of that year were not available when the study began, but the subject herself was quite dissatisfied with her work.

The test scores would support a prediction of satisfactory but not superior work at the college level. The intelligence test score made in high school was average for her school, and the score made in college was somewhat below average for college students. Her scores in the English tests taken on entrance to college were satisfactory. Her academic record during the first year was approximately what the test results and the high school record would lead one to expect, assuming good ability in art. The work of the sophomore year was less satisfactory, and it is worthy of note that this decrease in effectiveness followed the abandonment of the art major, as a result of the recommendations of the first vocational study.

The sophomore test battery added important data concerning academic potentialities. The General Culture and Contemporary Affairs tests showed substantial achievement, with the greatest contrast between her superior achievement in fine arts and her inferior work in mathematics. The good scores in science and literature should also be noted.

The most puzzling feature was the score in the English test of the sophomore battery. This was poor in contrast with fully average scores in a similar test administered on admission. In grammar and in reading skills, one must conclude that there were some serious weaknesses in spite of more favorable evidence from the other sources.

The whole pattern shown by grades and test scores seemed to indicate that her most promising field was in fine arts. Her art teachers supported this conclusion, recommending applied art particularly. In both skill and knowledge in the field, she rated superior. Taste and skill in applied art appeared to be a real vocational asset.

The various evidences in the field of science were also worthy of study. These were not

so outstanding as in fine arts, but her measured achievement in the sophomore battery exceeded the work of two-thirds and four-fifths of sophomores in two scores. Her class marks both in high school and in college were much lower, however, and her achievement in mathematics in both test and classroom would hardly encourage a career in physical science.

The field of social studies needed examination. Her superior gifts in human relationships might prove an asset in some phase of social work. Her test scores tended to be average or below; her marks in class work were average or above; she had taken no courses in sociology, economics, political science, or geography. The data were incomplete, but there was no superior achievement to furnish the basis for prediction of success.

Her own attitude was very favorable toward art, provided some occupational outlet could be found at the close of her training. She reacted negatively toward science and rejected any suggestion of mathematics, including engineering. Toward social work she manifested neither antipathy nor enthusiasm. She did not want to teach and regarded the prospects for secretarial work as uninviting.

To check further the levels of ability, two additional mental tests were given. In the Henmon Nelson test, she had a score of 49 (63rd percentile for college sophomores). In the Revised Alpha examination Form 5, she received a score on the 89th percentile for the general population. Such results were reassuring regarding potentialities, especially when they were accompanied by superior achievement in some areas. The Revised Minnesota Paper Form Board (test series AA, Likert and Quasha) gave a score of 38, which was average for liberal arts freshmen, and on the 25th percentile for engineering school students. This test was added to check on the aptitude for "structural visualization" when expressed in two dimensional figures.

Interest inventories were then administered. On the Strong Vocational Interest Blank for Women, C grades were obtained for teaching, social work, YWCA secretary, and life insurance saleswoman. A C+ score was found for Physician, and a B− score for Dentist. B grades were received in the occupations of nurse, office worker, and secretary-stenographer. B+ was received in the occupation of housewife, and A in the occupation of artist.

The Cleeton Vocational Interest Inventory was also administered. Her higher scores were found in creative fields (CIE) and in nursing and science (NSC). Grade school teaching gave the third highest score and sales work the fourth. In answer to the question, "If you were physically able and free to choose without restrictions, what kind of work would you like to prepare for?" the answer was, "Art."

Vocational Implications

These vocational interest inventories revealed some contradictions but they agreed on one point. Work in the field of art seemed to be strongly indicated. Further, social work was discouraged in both inventories. There was some encouragement for nursing, but it was probable that the most practical field for satisfaction was in art. The Meier Art Judgment test was then given. Her score on this test was 96, which placed her about average in the norms for senior high school students. This was not too favorable, but the conclusion from the whole battery was to encourage the exploration of the field of art. The parents were not enthusiastic about this field since vocational opportunities seemed limited. Nevertheless, an exploration of potential jobs in applied art where superior social abilities and some aptitude for science should be useful, seemed to be clearly indicated by almost all of the evidence. Furthermore, the subject's own attitude toward such a field was highly favorable, provided some vocational outlet could be found.

During the summer following this second vocational study, she resumed the study of art. Her grades were reported as A in Art History, A in Design, and B in Still Life. This experience confirmed her determination to find a vocation in which she could use art.

She found such a field in occupational therapy. The two studies formed the background of her choice but she reached her decision without further conference with

either of the counselors whom she had consulted. She felt that the field of occupational therapy offered a combination of work in the arts and crafts with association with people and with some scientific emphasis. Her solution seems to have been a happy one, so far as two years of occupational training can test such a decision. The emphasis of her work will probably be in applied art rather than in other fields in occupational therapy.

Developmental Data Are Indispensable

The essential differences between these two studies center in the degree of emphasis that was placed upon the developmental record. There was nothing in her record which could point to a position as engineering executive in any meaning of the term which is commonly understood. A cursory study of her record in high school and college is sufficient to establish this point. A brief conversation with the subject verified such a conclusion. Vocational exploration which neglects an individual's developmental record invites capricious conclusions.

A second difference is a corollary of the first and concerns the nature of aptitude testing. The chief resource of the vocational counselor in the measurement of aptitudes is not the colorful test material which reveals hidden potentialities. Of greater importance are school grades, teacher ratings, achievement tests, interest inventories, and scores on mental tests, obtained from as many levels of development as is possible. Such data are in themselves the most dependable measures of aptitude. When an interesting test of a particular aptitude can contribute to the study of the individual, it takes a corresponding place in the vocational battery. At the present stage of development of aptitude testing, however, it must not be substituted for the developmental record nor interpreted as an adequate conclusion in isolation from the central achievements and limitations of the subject. A developmental history is of primary importance. This method may lack drama, but it offers a needed control for the vagaries of the dramatic.

Abilities Measured by Paper-Cutting Tests

(Stanford-Binet, 1937 Revision)

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Accelerated programs, current in most school systems, cause the counselor to be increasingly alert for indications of special abilities. He does not wish to read into test-performances meanings which do not exist; nor is he justified in overlooking potential abilities, particularly in technical fields. As limitations of time and materials often restrict the number of tests which can be given to a single student, the counselor seeks maximum use of each instrument employed. The desire for more definite knowledge of what may be implied by successful performance of certain test-items induced the writer to begin a study which, it is hoped, may provoke further investigation

Fifty-two boys from Welfare Centers of Los Angeles City Schools were given the Stanford-Binet Intelligence Scale, Terman-Merrill Revision Form L, and the MacQuarrie Test for Mechanical Ability. Age-range of subjects was 11 years, 4 months to 16 years, 11 months; median, 14 years, 9 months. Stanford-Binet IQ range was 60 to 120; median IQ, 81. Races: White, Colored, Mexican, Chinese.

Performances on each of the paper-cutting tests of the Revised Stanford-Binet were evaluated by two independent raters. Ranks thus obtained were correlated with percentile rankings of the MacQuarrie Test for Mechanical Ability, giving a coefficient of 0.37

PE.08. The immediate purpose was to try to determine whether the two tests measured the same abilities in the boys examined. Apparently there were a few elements common to both tests. The MacQuarrie total-scores were then broken down and four sub-tests selected as the ones most likely to show a positive relationship with the Binet Paper-cutting. They were: Copying, Location, Blocks, and Pursuit. As percentile rankings were not available for these sub-tests, raw scores were paired with Binet Paper-cutting ratings and correlated as follows:

Copying	(raw scores)	Binet	P.-C.	Ratings	r.12	PE.09
Location	"	"	"	"	"	r.44	PE.08
Blocks	"	"	"	"	"	r.88	PE.02
Pursuit	"	"	"	"	"	r.34	PE.08

It seemed fairly evident that these boys employed a substantial number of the same abilities in the paper-cutting tests as they used in Location and a still larger number of factors were common to paper-cutting and block-counting.

Another paper-and-pencil test was then sought which might show a positive correlation with the MacQuarrie Test. This would be used as a separate check for the paper-cutting test. The Los Angeles Spatial Relations Test devised by Alfred Lewerenz in 1940 "to determine how rapidly and efficiently an individual can reproduce a pattern,"[1] was selected. Only forty-two of the original group of boys were available. Age-range of this group was 11 years, 4 months to 16 years, 6 months; median age, 14 years, 11 months. IQ range and median were the same as those of the original group. The four races were again represented.

Percentile rankings for Spatial Relations and MacQuarrie were correlated, yielding a coefficient of 0.48 PE.08. The substantial number of elements common to success on both of these performances led to pairing raw scores on the four MacQuarrie sub-tests previously used, with raw scores on the Spatial Relations Test. The following results obtained:

[1] Bulletin, Los Angeles City School District, Division of Instruction and Curriculum, Educational Research and Guidance Section, February 3, 1941.

Copying	Spatial Relations		r.30	PE.09
Location	"		r.69	PE.05
Blocks	"	"	r.31	PE.09
Pursuit	"	"	r.11	PE.10

Although only one of these correlations was significant, all coefficients were positive and the Spatial Relations Test seemed to be a suitable instrument to use in supplementing the MacQuarrie. Percentile rankings were accordingly given to the scores of the forty-two boys on the Spatial Relations Test and these were correlated with Binet Paper-cutting ratings. Coefficient was 0.17 PE.10.

Summary of Results

(1) Binet Paper-cutting ratings showed a low positive correlation with percentile rankings for the MacQuarrie Test for Mechanical Ability; a negligible correlation with percentile rankings for the Los Angeles Spatial Relations Test. (2) Binet Paper-cutting ratings showed a high positive correlation with raw scores on MacQuarrie Block-counting; a substantial correlation with raw scores on MacQuarrie Location; a low positive correlation with MacQuarrie Pursuit. (3) Los Angeles Spatial Relations Test showed a substantial correlation with MacQuarrie Location when raw scores were paired; a low positive correlation with MacQuarrie Block-counting and Copying under the same conditions.

Interpreting the Results

Certain factors must be taken into consideration in interpreting the results. *The subjects* were pupils from Welfare Centers of Los Angeles City Schools, who had been transferred from regular classrooms because of poor social adjustments. Most of them show emotional instability. In many cases the results of these tests do not represent a fixed performance, although the boys seemed interested. *The wide range in IQ ratings:* While MacQuarrie says of his test: "It has a very low correlation with intelligence test results, indicating that it measures something different,"[2] it is questionable whether students with as low IQ ratings as some who

[2] *Pamphlet of Directions, MacQuarrie Test for Mechanical Ability*, 1925.

were used in this study, could follow directions in timed group tests with sufficient accuracy to give valid measures of their abilities. *Age-range:* MacQuarrie affirms that his test ". . . is well adapted to ages of ten years and up.[3]" Yet there exists some doubt as to the value of results from so-called tests for mechanical ability with students under thirteen years of age. Only four of these boys were in that category. However, the age-range represented in the group may introduce variables which are not entirely ruled out by percentile rankings. *The value of raw scores* which had to be used for sub-tests is also open to question.

Consideration should be given to the assumptions on which the tests were built. Binet made no particular claims for the original paper-cutting test. Terman and Merrill do award it a conspicuous place in the *intelligence* scale, stating: "Binet's Paper-cutting test suggested this simplified form which has proved to be satisfactory at the present age-level. Its average correlation of 0.60 with the composite score ranks it as one of the best of our non-verbal tests."[4] At once, a theoretical question is presented. The authors, as quoted, seem to consider the paper-cutting test as a measure of an ability which is one of the elements of *general intelligence*, while MacQuarrie states that his test has a *low* correlation with intelligence test results. Hence, the two tests are purported to measure different things. For the purpose of this study, it is assumed: that so-called mechanical ability has not been accurately defined; that some of the attributes necessary for success on certain tests for mechanical ability may be the same ones that are in the larger assortment of traits which comprise general intelligence; that some of these traits may be common to success in the use of the several instruments employed in this investigation.

As was stated in the beginning, there is no desire to read into test-performances meanings which do not exist. Likewise there is no eagerness to place undue emphasis on a single test-item. Even if higher correlations had been obtained from the results of these tests, one item could not be overweighted to the extent of considering so simple a test as Binet Paper-cutting, an indication of aptitude along a certain line. Failure on it should probably not be considered as significant; successful performance might suggest presence of some trait possessed by many students who make good ratings on certain paper-and-pencil tests for mechanical ability.

Conclusions

Successful performance on the Terman-Merrill Revision of Binet Paper-cutting Tests seems to indicate the presence of abilities measured by MacQuarrie's Block-counting Test in the students examined. (The wide use of block-counting in Army tests may add to the significance of this conclusion.) It is doubtful that the success of these boys on Binet Paper-cutting is an indication of mechanical ability, as measured by the entire MacQuarrie Test, although there appears to be some overlapping of the elements in each test. Evidence that success on Binet Paper-cutting Tests implies ability to reproduce a pattern as measured by Los Angeles Spatial Relations Test is negligible in this group of subjects.

It is hoped that other investigators will repeat this study, using a larger group which is better selected as to age, intelligence-ratings, and emotional stability.

[3] *Ibid.*

[4] Terman, Lewis M., and Merrill, Maud A., *Measuring Intelligence.* Boston, Houghton Mifflin Company, 1937, p. 242.

Available Information about Apprenticeships

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THIS STUDY was made to find out what information was available, and where it may be secured, which may help boys in deciding whether they desire apprenticeship, which may help them in locating existing opportunities, and which may help employers in planning programs of greater value.

The study was made in Worcester, Massachusetts, and applies only to local conditions, but doubtless similar conditions exist in other industrial cities.

1. *What is the need at present?* It seems obvious that apprenticeship should be undertaken if it will help the war effort and at the same time prepare boys for positions in which they will be needed in an average year after the war. Temporary needs should be supplied through short-term training. Apprenticeship should also avoid competition with soldiers returning after the war.

In planning apprenticeship programs it is necessary to learn first what tasks can best be performed by returning soldiers, either with the skills which they have learned in the Armed Forces, or with the addition of short-term training after they return.

Apprenticeship should avoid training boys for these positions. Next it is necessary to avoid positions which are now overstocked with men on account of the war effort. And finally an attempt should be made to determine expected shortages of men after the war.

Therefore the U. S. Employment Service and the Federal Committee on Apprenticeship were asked if there had been any study made of these questions. Neither knew of any. Personal opinions were found, but these were varied and contradictory.

2. *Relation to war service.* Any plans for apprenticeship today must take into account the fact that most youth expect to be called into the Armed Forces. Therefore there should be some cooperation between apprenticeship and the Armed Forces, which might be effected in a number of ways. First, it might have been possible for the Selective Service to examine applicants for apprenticeship at the start of their programs and grant permanent exemption from military service to those who had defects of a permanent nature, provided that they were preparing for important places in war production. This the Selective Service has refused to do. Another possibility is to organize apprenticeship in such a way that it gives preparation for technical positions in the Army as well as for permanent places in industry after the war. That would require closer cooperation between industry and the Armed Forces, but no serious obstacles are obvious.

The Federal Committee on Apprenticeship, the Selective Service, and the Pre-Induction Training Branch of the War Department were asked if any efforts had been made toward promoting any relationship between apprenticeship and service in the Armed Forces. None was reported.

3. *Information to the boys about existing programs.* Some forms of apprenticeship are fairly well publicized, so that any boy, with reasonable effort, can find out about them. Among the better known programs are those of the Federal Committee on Apprenticeship. But others are seldom heard of. An effort was made to find out about these less well known programs. Inquiry was made of the U. S. Employment Service, from the Federal Committee on Apprenticeship, and from the local School Department.

If a boy inquires of the U. S. Employment Service, he is referred to an employer who desires boys, if there is one at that time. The USES does not have much information about these programs, and what they do have is not in a form available to help boys make their decisions.

The Federal Committee on Apprenticeship sponsors certain types of apprenticeship for certain kinds of occupations. They have information about 21 programs in Worcester which are operated according to their stand-

ards. They have no information about the other programs. They do not know whether there are many or few, whether they are superior or inferior, to those on their list.

The school department had no information except what might be picked up by each counselor or teacher independently, most of this information coming through inquiries by employers. One counselor or placement official may know of a few programs, and another of an entirely different list.

Conclusions

From the point of view of the boy:

There is no place in the community to which a boy can go for information about apprenticeship as a whole, or about the opportunities available. He can only get information about one program in one place, and a small list of programs in another.

There is no place to which the boy can go for information about the probable need for workers, in normal years, in any specific occupation which he may learn.

There is no place to which a boy can go for a reasonable appraisal of any program of apprenticeship of which he may have heard.

From the point of view of the employer:

There is no place to which an employer can go for information about the future need for any training program which he may have under consideration.

There is no place to which an employer can go for help in tying in his program with service of youth in the Armed Forces.

There is no place to which an employer can go to convey information about the programs which he is offering to boys who may be interested.

In general:

With a few exceptions, apprenticeship is now being conducted on an individual basis, each program being unknown to any but a few in closest contact with it, and without recognition by the government or by other agencies or individuals.

Training Activities Expand in 1943

APPRENTICE-TRAINING SERVICE, W.M.C.

That there has been an enormous expansion in training programs during 1943 to keep abreast of the ever-present demand for new workers in the nation's war production plants is revealed in the annual inventories of apprenticeship and short-term training systems just completed by Apprentice-Training Service, Bureau of Training, War Manpower Commission. These inventories show the increase of both these types of training programs by industry and trade in each state for the twelve months ending November, 1943, and the name and location of each company which has adopted one or both of these programs.

During this period, fully 3,300 additional plants have adopted one or both of these types of systems with the assistance of field representatives of Apprentice-Training Service. These 3,300 plants are in addition to the 28,000 other plants and establishments which had similar programs in operation prior to November, 1942.

At least 1,100 of these 3,300 additional plants have set up short-term programs under which thousands of new recruits have been trained for work of limited skill on the production line; and at least 2,200 plants have adopted apprenticeship programs under which additional thousands of apprentices are being trained for all-round skilled work.

There are two different kinds of apprenticeship systems in operation—area-wide systems and individual plant systems. An area-wide apprenticeship system covers on an average as many as 30 employers in a city, county, or larger area; while individual plant apprentice training systems are designed to train apprentices employed by only one company. On the other hand, short-term programs are, with almost no exception, established on an individual plant basis.

The number of apprenticeship programs, including area-wide and individual company systems in all industries—manufacturing, construction, and miscellaneous—has increased more than 23 per cent during the year ending November, 1943; and short-term systems have increased 650 per cent.

The total number of apprenticeship systems, by trade, developed in conformance with standards recommended by field representatives of Apprentice-Training Service as recorded in the inventory is shown in the following tables.

APPRENTICESHIP SYSTEMS

November, 1942, to November, 1943

Apprentice-Training Service War Manpower Commission	Total—All Systems	Area-Wide Systems												Individual Plant Systems					
		All Area-wide Systems except Construction Industry	General and Miscellaneous	Metal Mfg.				Other Industries					All Individual Plant Systems	Aircraft & Airlines	Machinery and Machine Tools	Metal Founding and Fabricating	Shipbuilding	Transportation	Others and Not Classified
				Auto Mechanics	Machinists, etc.	Molders	Patternmakers	Miscellaneous	Bakers, Cooks, Meatcutters, etc.	Barbers and Cosmeticians	Printers, Bookbinders, etc.	Shipwrights, Loftsmen, etc.							
Nov., 1943	2,555	238	19	35	47	20	17	11	21	40	21	7	1,597	75	780	369	29	20	324
Nov., 1942	2,069	213	11	31	41	17	16	13	18	39	20	7	1,171	50	494	269	13	..	340

APPRENTICESHIP SYSTEMS

Construction Industry (Area-wide Systems)

Apprentice-Training Service War Manpower Commission	Total Building Industry Group Trade Systems	General and Miscellaneous	Brickmasons, Tileworkers, etc.	Carpenters, Millmen, etc.	Electricians	Structural Steel and Ornamental Iron Workers	Painters, etc.	Plasterers, Lathers, etc.	Plumbers, Steamfitters, etc.	Sheet Metal Workers
November, 1943	720	16	46	165	113	16	104	36	153	71
November, 1942	685	25	44	152	104	15	102	34	146	63

The total number of plants and other establishments in which short-term training programs have been established with the assistance of field representatives of Apprentice-Training Service, and the industries in which these programs are in operation are shown in the table on the following page.

It will be noted in thetable (p.314) that the transportation industry shows the greatest increase in short-term systems established with the assistance of Apprentice-Training Service. Starting at scratch in November, 1942, 461 of these systems have now been put into operation.

Short-Term Training Programs

November, 1942, to November, 1943

Apprentice-Training Service War Manpower Commission

	Number of Establishments						
	Total Establishments	Aircraft & Airlines	Machinery & Machine Tools	Metal Founding & Fabricating	Shipbuilding	Transportation	Others and Not Classified
All states:							
November, 1943	1,315	72	200	158	80	461	344
November, 1942	175	22	35	56	39	—	23

The increase of training programs established in each individual state has depended, of course, upon the manpower requirements and the size of the war contracts awarded, and also upon the extent of training programs previously established; but it has also depended to a very large extent upon the kind of war equipment manufactured. In mass production plants where the product is made up of a number of parts each of which can be standardized, it is possible to break down the operations and parcel out the work to a large force of semi-skilled workers. For these semi-skilled jobs, workers can be trained rapidly by short-term training methods. In other plants where standardization of parts and division of labor are not possible, a large proportion of the force must be all-round men and this requires apprentice training.

In the tables shown here are listed the 15 states in which there has been the greatest increase in the number of apprenticeship and short-term programs.

Growth of Apprenticeship Systems in 15 States Showing Greatest Increase

Area Covered	Number of Systems	
	Increase during Year Ending November, 1943	Present Total
United States:		
All Systems	486	2,555
Area-wide	60	958
Individual Plant	426	1,597
States:		
Illinois	128	218
Wisconsin	76	503
Pennsylvania	42	202
New York	30	178
New Jersey	30	94
Texas	25	90
Ohio	19	145
Hawaii	15	21
Massachusetts	14	105
Indiana	13	63
Connecticut	12	95
California	11	177
Minnesota	10	42
Louisiana	7	27
Kentucky	7	13

Growth of Short-Term Programs in 15 States Showing Greatest Increase

	Number of Establishments	
	Increase during Year Ending November, 1943	Present Total
United States	1,140	1,315
Ohio	246	271
Pennsylvania	186	205
Michigan	91	95
Texas	61	68
New Jersey	51	51
Indiana	49	59
Missouri	46	48
Virginia	46	47
West Virginia	45	46
Utah	39	39
Georgia	38	43
Maryland	34	36
California	26	33
Illinois	21	34
Washington	21	29

The expansion of training activities shown in these inventories reflects to a large extent the industrial growth during the war not only in the big industrial states but in states—especially in the South—which have, until recent years, been primarily agricultural, such as Georgia, Kentucky, South Carolina, Virginia and West Virginia. In Hawaii, too, there has been a great increase since the attack on Pearl Harbor of apprenticeship programs now in operation.

A copy of these statistical inventories may be obtained by writing to Apprentice-Training Service, Bureau of Training, War Manpower Commission, Washington, D. C.

Filing Occupational Information in the Atlanta Opportunity School

MARY L. HUEY

[This is the third in a series of articles arranged by the Occupational Research Section of NVGA to describe systems of filing occupational information for use in vocational guidance. This article describes how such a file is integrated with the general school library in a vocational school. The plan of classification is that of the 1940 Census. The duplex-numeric system of coding is used. Suggestions for the series may be sent to Rochelle Rodd Gachet, Alabama College, Montevallo, Alabama.]

THE GENERAL objectives of the program of the Atlanta Opportunity School are the occupational growth and vocational adjustment of adults, employed and unemployed. Vocational training is given as follows: clerical and sales, semi-professional, personal service, skilled, and semi-skilled. Concomitant with training, vocational guidance has been a prime factor.

The following kinds of printed materials, useful in counseling, have been collected: outlines of training courses in various occupations; clippings and pamphlets about occupational conditions in the Atlanta metropolitan area; pamphlets, booklets, and leaflets about specific occupations; material concerning opportunities in all branches of the Armed Services; information about job opportunities in government agencies and federal service; bibliographies of books and pamphlets relating to vocational guidance and occupational information; and pamphlets and clippings about labor relations and legislation affecting workers.

These materials are filed in letter-size folders, which are housed in a vertical 4 drawer cabinet. A relative index and a card catalog provide control and facilitate reference. Material is cross-referenced not only with respect to this file, which is kept in the school library, but also to those library books which contain relevant material.

The classification used is the one suggested by the U. S. Office of Education.[1] The major categories are: Bibliographies, Curriculum, Labor Relations, Legislation, Personnel, Practices, Principles, Programs, Publicity, Research, and Special Groups. Sub-categories under Practices are: *Counseling*, *Follow-Up*, *Individual Inventory*, *Occupational Information*, *Placement*, and *Training Opportunities*. These categories are defined in *A Source File on Vocational Guidance*.

The section, Practices, Occupational Information (VI D)[2], was expanded by putting a classification for occupations and groups of occupations—the 1940 Census Classification[3]—under the sub-subhead, Descriptions (VI D). This classification is arranged in eleven major groups: *Professional* and *Semi-Professional* workers; *Farmers* and *Farm Managers; Proprietors*, *Managers* and *Officials*, except farm; *Clerical*, *Sales*, and *Kindred Workers; Craftsmen*, *Foremen*, and *Kindred Workers; Operatives* and *Kindred Workers; Domestic Service* workers; *Protective Service* workers; *Service* workers, except domestic and protective; *Farm Laborers* and *Foremen; Laborers*, except farm.

Two other groups, *War Forces*, and *Omnibus*, were added to these eleven groups.

War Forces has subheads for Army, Navy, Marine Corps, and Merchant Marine. Subsubheads were added under these subheads. For example, under Army—*Signal Corps*, *WACS*, *Army Air Forces*.

Pamphlets covering more than one occupation are filed under *Omnibus*, in the order in which they are acquired. An analytic

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[1] *A Source File on Vocational Guidance*, by Marguerite W. Zapoleon. (U. S. Office of Education, Occupational Information and Guidance Service. Misc. 2310. 1940. Superintendent of Documents, Washington, D. C.)

[2] Roman numerals refer to categories in *A Source File on Vocational Guidance*.

[3] U. S. Department of Commerce, Bureau of the Census. *Alphabetical Index of Occupations and Industries, Sixteenth Census of the United States: 1940*. (U. S. Government Printing Office, Washington, 1940).

catalog card is made for each occupation treated in an omnibus pamphlet.

An analytic is made by writing the name of the occupation and its code number on the top line of the catalog card. In the upper center of the card, the title of the omnibus pamphlet and its code number are written. Analytics are filed alphabetically in the card catalog according to the occupational classification. If an occupation which has this same classification title is treated in an omnibus pamphlet, subsequently received, it is necessary only to enter the name of the pamphlet and its code number on the same analytic.

General bibliographies about occupational information are filed under Bibliographies (I). Bibliographies concerning one subject are filed under the specific subject.

The first step in installing a subject file is the preparation of a relative index—an outline of the classification plan, with the code numbers which are assigned to headings and subheadings. The duplex-numeric system of coding is used.[4] Arabic numerals signify major and secondary categories; letters of the alphabet and Arabic numerals, in sequence and alternated, are used for subheads and sub-subheads.

The relative index (adapted)[5] for the Occupational Information section of the file shows the arrangement and code numbers.

Guides are used for the major and secondary categories throughout the file. Folders are added behind the guides as they are needed. They are captioned according to the Zapoleon classification. An occasional change or adaptation is made.

Guides are used for the thirteen groups under Descriptions when the accumulated matter requires the use of more than five folders under that heading.

The relative index is typed on letter-size paper, double spaced. The first word of the classification is underlined when material is put into the file under that classification for the first time. This indicates that the classification has been opened in the file.

The uses of the relative index are: facilitating the classification and coding of new matter; guiding in the addition of new classifications and in assigning code numbers; preventing the filing of like material under different headings, by showing the relation of the classifications; and calling attention to classifications which are not being used.

The Catalog Card

A catalog card is made for each piece of important matter. Clippings and other material which will be useful for a short time only are coded and filed directly. Some of the kinds of material for which catalog cards are made for pamphlets which may have a relatively permanent value, and newspaper and magazine articles which are of more than passing interest, such as digests of important reports or legislation.

The category under which the piece of material is to be filed governs the preparation of the catalog card. If the matter concerns general principles or practices, the title of the pamphlet or article is written on the first line of the card, and the most descriptive word in this title, the word which users will be most apt to remember, is underscored. If the material is about a single occupation, the name of the occupation instead of the title is written and underscored. If it is a pamphlet about more than one occupation, *Omnibus* is written, instead of the name of a single occupation, and underscored. The code number of the assigned classification is written in the upper right-hand corner of the card. The name of the author, and/or the originating agency, the date of publication, and, if it does not appear on the first line of the card, the title of the pamphlet or article, are written in the upper center of the card. If the omnibus pamphlet is of especial importance, a cross-reference card to be filed alphabetically under the most significant word in the title is made. Analytics for pamphlets filed under *Omnibus* are made at the same time as the catalog cards for the pamphlets. Annotations and/or cross-references are made on catalog cards if they will be helpful. Catalog, cross-reference, and analytic cards are filed in alphabet sequence

[4] *Progressive Indexing and Filing*. Pp. 78–84. (Liberty Bureau Division, Remington Rand, Inc. 1936).

[5] A sampling only, to show the application of the coding system.

RELATIVE INDEX

Code	*Classification*	*Guide or Folder*
6	Practices	Guide
6-1	Counseling	Guide
6-2	Follow-Up	Guide
6-3	Individual Inventory	Guide
6-4	Occupational Information	Guide
6-4a	Classes in Occupations	Folder
6-4b	Descriptions	Guide
6-4b1	Professional and Semi-Professional Workers	Guide
6-4b1a	Professional Workers	Guide
6-4b1a1	Artists and Art Teachers	Folder
6-4b1a2	Authors, Editors, and Reporters	Folder
6-461a3	Chemists, Assayers, and Metallurgists	Folder
6-4b1a4	Clergymen	Folder
6-4b1a5	Dentists	Folder
6-4b1a6	Engineers, Technical	Folder
6-4b1a6a	Chemical Engineers	Folder
6-4b2	Farmers and Farm Managers	Folder
6-4b3	Proprietors, Managers and Officials (except farm)	Folder
6-4b4	Clerical, Sales, and Kindred Workers	Folder
6-4b5	Craftsmen, Foremen, and Kindred Workers	Folder
6-4b6	Operatives, and Kindred Workers	Folder
6-4b7	Domestic Service Workers	Folder
6-4b8	Protective Service Workers	Folder
6-4b9	Service Workers (except domestic and protective)	Folder
6-4b9a	Barbers, Beauticians, and Manicurists	Folder
6-4b10	Farm Laborers and Foremen	Folder
6-4b11	Laborers (except farm)	Folder
6-4b12	Omnibus	Guide
6-4b13	War Forces	Guide
6-4b13a	Army	Folder
6-4b13a1	Signal Corps	Folder
6-4b13a2	WACS	Folder
6-4b13a3	Army Air Forces	Folder
6-4b13b	Navy	Folder
6-4b13b1	WAVES	Folder
6-4b13c	Marine Corps	Folder
6-4b13d	Merchant Marine	Folder

according to the underscored word on the first line of each card.

When the catalog cards have been completed, the matter to be filed is coded and dated. The relative index is used to determine the code number. Catalog cards and coded material are checked to be sure that the code numbers correspond. The material is then filed in folders in code sequence. It is dated so that obsolete material can be discarded easily. At the end of each year all cataloged matter more than five years old is discarded, unless it is fundamental or of historical interest. Other material is discarded as soon as it becomes valueless.

Integration of the books in the school library and the material in the Occupations and Guidance File is provided. A section, Books Cataloged In This File, was placed in the front of the card catalog file for the Occupations and Guidance File. Catalog cards for those books in the school library which are also cataloged in the Occupations and Guidance File, are filed here. Analytics are

made for these books if more than one occupation is treated in them. These are filed in the index to the Occupations and Guidance File. The coordination of reference and use of occupational material in the school library and in the Occupations and Guidance File is completed by the use of cross-reference cards to this file in the library catalog. These cross-references are arranged under the following headings: Choice of Occupation, Personnel Service in Education, Profession, and Vocational Education.

Equipment

A vocational counselor, a librarian, and a filing teacher would make an ideal committee to plan and install a file. Equipment needed: a card file for 5″ x 3″ catalog cards; a letter-size, vertical file; 50 guides, with removable tabs; 1 set alphabet guides, 5″ x 3″, celluloided tabs, 40-division—total cost, $20.00 to $50.00, depending on the quality and capacity of the housing. Supplies needed: 250 11-point folders; 250 library stock, 5″ x 3″ cards—approximate cost, $5.00. The use of good quality cards, folders, and guides is recommended as a saving in clerical work.

This file can be used easily by teachers and students. The alphabet index gives quick reference by simple code to the item of vocational interest. The arrangement of the guides and folders in the file facilitates the finding of the material.

The plan for classification outlined above has met the needs of the Atlanta Opportunity School. However, the classification of occupational information will shortly be changed from the 1940 Census classification to that used in the *Dictionary of Occupational Titles*.[6] This will be done because of the increasing use of this classification by employment services, personnel offices, and vocational counselors. The decimal system of coding classified material incorporated in the *Dictionary of Occupational Titles* will be adopted.

Professional files require some attention from the specialists who will use them or from a secretary who is familiar with the professional field. Installing and maintaining them is more than a routine, clerical job. The vocational counselor or the librarian should examine all new material, code it, add new classifications and code numbers as they are required, indicate cross-referencing, and write annotations. Student aids can make the index cards, prepare and install the folders and guides, and file the material. Until they are familiar with procedures, they will need close supervision.

This plan for filing occupational information is basic. It can be adapted for use in all institutions where professional files for vocational counseling are needed. It can be expanded from the smallest beginning, without limitation or waste, if it is based on a sufficiently comprehensive classification, with an adequate coding system. The classification should provide categories for any material which might be helpful to a counselor; it should prevent, by grouping related material under a commonly descriptive heading, the addition of too many sub-categories.

[6] *Dictionary of Occupational Titles:* Part II, Titles and Codes. (Superintendent of Documents, Washington, D. C.)

Editorial Comment

Federal and Private Agencies Push Plans for Post-war Vocational Guidance

For some time this journal has been proclaiming that the main vocational guidance problem facing the country is: How can we give vocational guidance to the 8 or 10 million persons who will be discharged from the Armed Forces and the 20 million or more civilians who will need assistance in reorienting their vocational lives? Though the actual zero hour may be some time in the future, everyone agrees that we should be making plans now. As a matter of fact, many agencies are making plans. Among those under federal auspices are:

The Army and Navy which have appointed counselors whose duty it will be to give advice about occupational adjustment to each serviceman before he is discharged.

The Reemployment Division of Selective Service, which hopes to have at least one Reemployment Committeeman attached to each of the 6,500 Selective Service Boards. The Committeeman will help the veteran get his old job back if he wants it, and will give such other help as he can.

The U. S. Employment Service will expand to carry the increased load. To insure that veterans will receive substantial aid the USES is attaching to its 1,500 branch offices "veterans' representatives"; it also expects to add a number of counselors so that it can give applicants for jobs some vocational guidance as well as placement.

The Veterans Administration, through its 52 regional facilities, will assume responsibility for the vocational guidance of the estimated 500,000 war-disabled.

The Rehabilitation Division of the Federal Security Agency, working in conjunction with the Rehabilitation Divisions maintained by the 48 states, will give vocational guidance to disabled civilians who can qualify for Vocational Rehabilitation.

The Occupational Information and Guidance Service maintained by the U. S. Office of Education hopes to assist the corresponding services maintained by the states in setting up community centers where anyone can apply for vocational guidance.

The USES is looked to by all these federal agencies (as well as by private agencies) as the central medium through which job and worker will be brought together.

These federal agencies are being coordinated by the War Manpower Commission. But federal agencies are not the only ones concerned with this problem. Privately supported agencies with nation-wide organization are laying plans; many operating only locally are doing so. A strategic organization is the Committee for Economic Development which, through state and local committees, is stimulating employers to devise ways of making jobs for 55 million persons after the war's end. The National Council on Rehabilitation, representing agencies (public and private) interested in vocational rehabilitation for the handicapped, is studying the problem. The YMCA of the City of New York, in preparation for the increased load, is coordinating and centralizing all its counseling and placement services. (See p. 326.) The national headquarters of the Jewish Welfare Board is stimulating Jewish agencies such as YMHA and community centers to coordinate their own efforts in various communities so as to make the best use of available facilities.

Regardless of the efforts made on a nation-wide scale by federal agencies and by privately supported agencies, the problem can be solved only in communities. Here is where the discharged veteran or factory worker will want to be adjusted. Unfortunately no communities have enough agencies that give vocational guidance and most do not have any. Accordingly it is hoped that local agencies intending to deal with the two classes concerned will appoint as many voca-

tional counselors as their budgets will permit. The War Manpower Commission, which through its Professional and Technical Training Division is studying the problem, estimates that from 12,000 to 15,000 vocational counselors should be put to work by the federal agencies named, by local social agencies, and educational institutions. The commission has in preparation a bulletin which will itemize its findings and propose means whereby more vocational counselors might be trained. It will also propose plans whereby communities may coordinate their resources, prevent duplication of effort, and utilize their present facilities as effectively as possible.

In the November, 1944 issue, OCCUPATIONS published an article setting forth the steps that a community might take in coordinating itself. In December and in January we published reports describing communities in action. Similar accounts will appear in future issues. Since this project should command the continuing attention of the entire vocational guidance constituency, we append references that you may have missed. By following up this topic we hope you will find the way to advance coordinated efforts in your community.

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Association Activities

Reports from Officers, Trustees, Branches, Committees, and Members of N.V.G.A.

News of the Branches

Chicago

Groups for discussion of current economic, political, and social problems are becoming increasingly popular in the Armed Forces. Groups have been organized in the U. S. Army in England by Herbert Agar and it is planned to extend the service to other areas, according to Ralph Tyler, who spoke on the Armed Forces Institute and the Accrediting Program at the meeting January 3.

Dr. Tyler, who is Director of Examinations Staff, U. S. Armed Forces Institute, and Chairman, Department of Education, University of Chicago, said the Institute would report on examination results and would describe the educational and training courses an individual has received. It would not establish credit standards.

The Armed Forces Institute has given to the University of Chicago the contract to construct a series of examinations to measure educational competence and thus expedite the transition to civilian life.

Four types of examinations are being prepared:

End-of-course tests. Not intended for accreditation since most of the Institute's courses are shorter than the usual academic course.

Subject examinations. Intended for accreditation. Built on the specifications of the usual high school or college course that the Institute's course is designed to cover. Each test is validated and norms are established. Two forms are prepared, one for the academic institution which may establish its own norms, and another for the exclusive use of the Army and Navy.

Tests to measure general educational development. Designed to be used as placement tests for demobilized veterans. Prepared on high school and college levels. Items included to help predict probable success in various training or educational fields.

Examinations to establish individual competence in highly technical fields of Army and Navy training, such as radar and meteorology. In general, not intended for educational placement.

Greater Boston

How Can Post-war Needs for Competent Counseling Be Met? was the main question discussed at the dinner meeting, January 12. Related problems also considered by the panel were the counselor supply in Boston and Massachusetts, the number to be trained, the nature of the training, the qualifications of counselors, and the role of the Branch. The panel included John M. Brewer, Harvard University; Herbert A. Dallas, Supervisor, Division of Rehabilitation, Massachusetts; State Department of Education; Roland R. Darling, Community Information and Counseling Center; J. Edwin Doyle, Personnel Manager, General Electric Co.; J. Wendell Yeo, Boston University.

Long Island, N. Y.

A pooling of counseling problems on keeping youth in school was the innovation at the meeting held in Jamaica, January 27. Instead of a formal program with a guest speaker, the program committee believed that it would be a rewarding experience for members to state their problem and learn how a colleague had solved it. Members were asked to come prepared to participate in a discussion of child labor violations, child delinquency, and school-work programs.

Mohawk Valley, N. Y.

The experiences of a college graduate who is employed by Remington Arms were shared with the Branch members at the Meeting, December 4. Miss Eagan is one of a group chosen by DuPont and placed in industry to help relieve the shortage of manpower. The Branch also considered the possibility of organizing a child guidance clinic in the area and a committee was named to explore the matter further.

Omaha

Making future inductees aware of the importance of the group as compared to the individual is a valuable service counselors can render. Counselors should also be thoroughly familiar with all branches of the Services so that they may advise youth about the branch best suited to their individual abilities. These suggestions were included in the discussion of Pre-Induction Counseling at the meeting held December 9. Principal speaker was Lieut. John R. Rackley, Signal Corps Pre-Induction Training Service Headquarters, Seventh Service Command. Representatives of WAVES, WACS, SPARS, and the Marines contributed suggestions for pre-induction counseling for inductees.

The Branch is sponsoring a series of radio programs over Station WOW, using skits, interviews, and other techniques to provide variety. Typical subjects are Getting Ready for Induction, Vocations for Victory, After the War—What?, Going to College in Wartime, and Participation of Youth in Community Life. The committee in charge is John F. Showalter, chairman; Zelda Nelson, Mary Alice Herron, Willa Norris, and William C. Rathke.

Regional Conferences on the Calendar

Since NVGA Conventions are cancelled for the duration, professional stimulus is offered members through regional conferences. The Federation of Branches in the New York Metropolitan Area will hold its second annual conference at the Hotel Pennsylvania, New York City, February 22. The theme is "Vocational Guidance in the Post-War World." A. F. Hinrichs, Chief, Bureau of Labor Statistics, U. S. Department of Labor, will be among the speakers. Other speakers are Alexander Stoddard, Superintendent of Schools, Philadelphia, and Chairman of Educational Policies Commission; Stanley A. Holme, Director of Action and Advisory Committees of Field Development Division of Committee for Economic Development; J. Raymond Walsh, Chairman, Committee on Post-War Planning, CIO; Anna M. Rosenberg, Regional Director, Region II, WMC; Col. John N. Andrews, National Selective Service System; and Eveline M. Burns, Consultant, National Planning Association. For the conference the registration and luncheon fee is $2.50; registration only, $.50.

The Chicago area will hold a regional conference, February 12. Among the speakers will be Howard McClusky, University of Michigan, and F. C. Rosecrance, Northwestern University. Following the luncheon meeting a business session will be held, with Florence E. Clark as Chairman.

A conference is being planned in North Carolina for the spring. Will other communities arranging regional conferences please notify Regional Conferences Chairman, Mildred L. Billings, 38 Canterbury Road, Rochester, N. Y., and Headquarters.

Notes from State Supervisors

The West Virginia Supervisor, Charles P. Harper, lists a half dozen conferences in November, with school administrators and teachers. One of the conferences was held in Maryland, with counselors, principals, and superintendents from neighboring West Virginia counties as guests. The conference at Beckeley, W. Va., included local citizens interested in cooperating in the development of a community vocational guidance program for local youth.

Arkansas will participate with Michigan and Colorado in establishing patterns of a program of community counseling on the adult level for persons demobilized from the Armed Forces and war industries. This service, reports Supervisor Dolph Camp, will in the beginning be rendered by volunteers, but it is hoped that eventually a paid staff can be used at the larger centers. Such a service would be concerned with training opportunities in the community, the giving of occupational information and job opportun-

ities so that the adjustment to peacetime pursuits may be made as quickly as possible.

A minimum guidance plan for Montana was drafted at a meeting of the State Advisory Committee at Bozeman, November 4. Leo Smith, State Supervisor, reports that 50 school administrators cooperated with the committee. The plan outlined standard procedures for setting up a counseling program and training counselors. Specific recommendations were given the administrators on means of making a program function in their schools. They were advised to provide for a public relations program, using speakers, press, and radio to inform the community of their activities.

A follow-up of the Bozeman meeting was a conference at Glasgow, December 3–4, with six schools represented. It is hoped that a series of meetings will be held throughout the state.

At the opening session Supt. R. L. Irle discussed the philosophy and background of vocational guidance. The Montana minimum plan was presented. The Kuder Preference Record and counseling interviews were discussed at subsequent sessions.

Since many classroom teachers in Missouri serve also as counselors, State Supervisor Glenn E. Smith has prepared a manual, *The Teacher's Role in Developing Occupational Information and Guidance Programs*.

In Illinois both professional and service organizations are showing increasing interest in vocational guidance, according to State Supervisor Pearle K. Sutherland. In the Illinois Education Association's survey of 60 major educational problems, *guidance was the only item checked on every questionnaire*. Early returns from a survey of 941 high schools indicate that 170 schools have some kind of program and that 230 schools desired help in setting up a program.

Community Counseling Centers

The Occupational Information and Guidance Service of the U. S. Office of Education is developing plans for experimental community counseling services in six states: Maine, New York, Maryland, Arkansas, Colorado, and Michigan. The first conference concerned with this program was scheduled for January 17. OCCUPATIONS hopes to report later developments on this project in subsequent issues.

Who's Who and Where

HAROLD TEMIN is Director of the new Jewish Vocational Service, Louisville, Ky. Formerly Mr. Temin was associated with the Employment and Vocational Bureau of Philadelphia.

ANNA C. MOSER has been appointed vocational counselor, public schools, San Diego, Calif.

MARY G. SHOTWELL, formerly NYA Regional Supervisor, is now Associate Child Labor Consultant, Children's Bureau, U. S. Department of Labor, with headquarters in New York City.

We announce with regret the death of MARIAN A. MOISE of New Orleans, on December 28. Since 1933 she had served her local Branch as Treasurer and was affiliated with the public schools as Psychologist, Vocational and Educational Guidance Division.

BENJAMIN G. KREMEN, WALTER D. SCHEID, and JOHN A. SCHMID, JR., members of the Maryland Branch, are now in the Armed Forces.

JANE MATSON, Secretary of the Chicago Branch of NVGA, has entered officers' training with the WAVES. Miss Matson was formerly associated with the War Manpower Commission, Chicago area.

Charles M. Smith Retires

On February 1, Charlie, as his friends know him, retired after 34 years of service in the New York City schools. Seventeen years of service in Pennsylvania, Maryland, and New Jersey bring his grand total of work history to more than half a century. Charlie relates that he has had 51 years of uninterrupted employment.

His friends in New York State know him

best for his achievements in pioneering the cooperative school and work program in retailing and for his leadership in vocational guidance in the largest city in the world. In 1929 he was appointed as the city director of vocational guidance and placement. In the ensuing years the following achievements are indicative of his untiring efforts and leadership: a junior high school cumulative record card adopted and in use; a directory of information for counselors; industrial studies and occupational monographs for counselors and pupils; a weekly service of current information useful to counselors; a syllabus of guidance for junior high schools; and the production of four books. During these busy years Charlie also found time for lecturing, teaching at Hunter College and New York University, and a series of broadcasts over the NBC network. He has been an active member of NVGA and served as the first president of the New York State Counselors' Association.

In his honor the Association of Teachers of Educational and Vocational Guidance of New York City gave a reception and tea at Louis Sherry's, January 15. Among the guests were many educators and leaders in the field.

Our best wishes go with Charlie as he departs for a well-earned rest in Florida for the next two months.—G. E. H.

With Our Authors

Mary Huey has served as teacher, counselor, and administrator in the Atlanta Opportunity School since its organization in 1921. Her contribution to the Journal is rooted in experience, for she supervised the revision of the professional files of the Director of Guidance and Research, Atlanta Public Schools, and acted as adviser to the librarian in organizing and installing the Occupational Information Files at the Atlanta Opportunity School. She is secretary of the Atlanta Branch, NVGA.

Long interested in vocational guidance, Dr. Bender was associated with the Personnel Bureau of City College when it was first organized. He is now preparing a study of radio announcing as a vocation. Before assuming his present duties as Director of the Institute of Human Relations, he organized at Queen's College, Long Island, the department of speech and the Speech and Hearing Service Center. He has published *NBC Handbook of Pronunciation* and other texts in the field of speech.

In addition to her counseling experience, Ruth Close has taught English, music, remedial reading, classes for gifted children and for socially maladjusted high school girls.

Lieut. McCain, USNR, is Officer in Charge of the Selection Requirements Unit of the Training Division of the Bureau of Naval Personnel. He has military leave from Colorado State College, where he was Dean of the Division of Vocational Education and Guidance and Director of the Summer Session. He is a former President of the Colorado Association of Educational Counselors.

Lieut. Gwendolen Schneidler, USNR(WR), Officer in Charge of the Enlisted Selection Group, Training Division, Bureau of Naval Personnel, is on military leave from the University of Minnesota Counseling Bureau. She has been associated with the Employment Stabilization Research Institute and the Minneapolis office of the USES.

At Grinnell College, Iowa, Capt. Moore is responsible for the classification procedures. He is former assistant dean of men, Grinnell College.

As Civilian Educational Adviser, Dr. Henderson assists in the evaluation of classification procedures. He is a member of the STAR Selection Board. He is on military leave of absence from Grinnell College, where he was chairman of the Psychology Department.

Mr. Forbes has long been concerned with the relation of education to sound occupational adjustment and has published many articles on this subject.

Co-author of *The Emotional Responses o Children to the Motion Picture Situation*, Dr. Dysinger has been a member of the Motion Picture Research Council and was formerly a Director of Personnel, Thiel College, Greenville, Pa.

Current News

Occupations . . . Techniques . . . Personalities . . . Conferences

Jobs for Psychologists in Vocational Rehabilitation

An expanding program for vocational rehabilitation will inevitably require the services of a variety of specialists: vocational counselors, training specialists, case workers, occupational therapists, and psychologists. The opportunities for psychologists are considered in "Occupational and Vocational Rehabilitation," by Richard M. Elliott, *Psychological Bulletin*, January, 1944.

Alert psychologists, according to Dr. Elliott, must be prepared to provide more and better occupational diagnosis and guidance. Diagnostic and counseling techniques are practically the same as in the case of persons not disabled. "The goal must be acceptable, intellectually and emotionally, to the client."

The rehabilitation worker must be thoroughly familiar with a wide variety of community and state resources, for occupational adjustment of the handicapped is a cooperative task. Successful placement involves knowledge of accident proneness, workmen's compensation laws, and the disabled person's rights under these laws. He must overcome employer prejudice against the handicapped.

For the first time in our history civilians suffering from psychoneuroses and personality disorders are eligible for vocational rehabilitation. These and other rehabilitation cases require the services of well-trained psychologists.

Psychologists must persuade administrators that rehabilitation work should be put on a professional basis. Among the 314 persons in 1942 employed by the states under the terms of the original Federal Vocational Rehabilitation Act, only a very few were trained psychologists. It is possible that this staff will be doubled as a result of recent legislation and there should accordingly be a demand for more psychologists.

Because of the variety of services required in the new program, a greater degree of specialized division of labor in the field is recommended. A clinic type of organization is proposed, with pooled judgments on a case, resulting from staff conferences.

It is likely that salaries for rehabilitation workers will compare favorably with those in other fields of applied psychology. At a conference of State Directors of Vocational Rehabilitation held under the auspices of the Federal Administration, this scale was proposed: case workers, $2,800–$3,400; senior workers, $3,400–$4,000; assistant state director, $4,000–$4,600; state director, $4,600–$5,200.

"The response from the psychological profession to the immediate and prospective opportunities in the fields of occupational and vocational rehabilitation should be enterprising and prompt," points out Dr. Elliott. "First attention might well be given to an overhauling and expansion of the existing training opportunities in the fields of vocational psychology and clinical psychology. In the past there has been insufficient stress in these areas and throughout applied psychology, on in-service apprenticeships. The use of these, perhaps under the designation internships, might well become almost universal for graduate students on both the M.A. and Ph.D. degree levels, who entertain doubt (or should be doubting!) that their professional lives will lie exclusively in the classroom or research laboratory. Curricula so theoretical that they seem to be planned almost solely to produce research specialists

have their place, but not to the exclusion of curricula designed to turn out psychological 'practitioners' and technologists."

Community Aids Veterans

Worcester, Mass., has organized to serve its veterans through a Rehabilitation Clinic. Robert C. Cole has been appointed consultant in vocational guidance, to confer with returning service men and women in regard to job opportunities or further training for employment. Mr. Cole will continue to serve as Assistant Executive Director of the Worcester Boys' Club. Long active in NVGA he organized the local branch in 1935 and was twice elected president. Mr. Cole is a frequent contributor to educational journals and is the author of two books. (OCCUPATIONS, XVII, Jan., 1939, p. 705, "Evaluating a Boys Club Guidance Program.")

N. Y. Y.M.C.A. Merges Vocational Services

To increase the effectiveness of its employment program, the YMCA of the City of New York has merged the guidance and placement departments of five of its branches into a centralized body, which will be known as the Vocational Service Center of the YMCA. Headquarters have been opened at 40 East 40th Street with a staff of nine.

The YMCA has made this move in the belief that there are tangible benefits to be derived from a larger professional staff centrally located, from better organization, and from modern equipment.

The Center will serve members of all branches of the Association, potential members, and returning Service men. It will emphasize a highly individualized and specialized service, which will be offered free of charge, following the traditional policy in this field.

The following groups of young men will, it is expected, derive particular assistance from this Center: returning service men, particularly those discharged for medical or age reasons who need help in adjustment to civilian life; those who will be confused by the transition from war- to peacetime production; the occupationally maladjusted; young men who are not progressing to their satisfaction in present jobs; young men who need assistance in learning how to "market" themselves; youngsters just out of school; and finally those from all the above groups who are without funds and who need housing, food, and car-fare while looking for work.

To offer adequate service to these groups, vocational guidance with the use of psychological tests will be provided; placement councilors will try to find for each man the kind of work best suited to him; job hunting skills will be developed; occupational information will be available in the comfortable library reading room; and credit (for lodging, food and car-fare) will be extended to young men.

The new Vocational Service Center will be under the Executive Directorship of Elmer Galloway, a YMCA veteran, who has been in charge of the East Third Street Branch. Assistant directors are: Phillip A. Goold in charge of Placement; Joseph V. Hanna, in charge of Counseling; and John N. McVeigh, in charge of Credit. Counselors are: Benjamin J. Barnette; Albert S. Flanagan; Frances Kent; Dan MacCuish, and Ernest W. Schnaebele. The staff has wide experience in this field, its members coming from similar positions in local YMCA Branches.

C.E.D. Films Aid Community Planning

As a spur to planning for post-war employment, the Committee for Economic Development is showing sound slidefilms in 1200 communities. Tested and found a success in Indiana, the film will have demonstrated the urgency of post-war planning to 80 per cent of the nation's industrialists by February 1.

The film is in two parts. *Target for Peace* shows the national problem of post-war adjustment and CED's national program; *The Grass Roots Approach* deals with the problem of employment at the community level.

Following each showing, copies of "Plan Post-war Jobs—Now" are given out and check sheets asking for post-war employment estimates are distributed. Because the supply of slidefilms is limited, arrangements for showing must be made through CED regional chairmen or regional managers.

C.E.D.'s New Address

The Committee for Economic Development, referred to in the editorial (December, 1943, p. 193), has moved its headquarters from Washington, D. C., to 285 Madison Avenue, New York City.

Japanese-Americans Find Jobs

As seamstresses, clerks, bookkeepers, beauty shop operators—in a great variety of fields, more than 300 young Japanese-Americans are adjusting to life in New York City. Relocation Officer in charge of the New York Branch of the War Relocation Authority is Mary H. S. Hayes. Many of these young people, according to Mrs. Hayes, were educated in Pacific Coast schools and colleges and find jobs in such specialized fields as social work, public health, or pharmacy. There are few domestics or house boys in the group.

Dr. Hayes, who has been associated with the War Relocation Authority since January, 1943, spent several months working in the employment bureaus of Relocation Centers. She was formerly Director of Guidance and Placement, NYA, and before taking that post, Director of Vocational Service for Juniors, New York City. In 1928 she was President of NVGA. OCCUPATIONS will publish a further account of her work in an early issue.

Michigan Blue-prints a Follow-up Study

Follow-up of Secondary School Students is number 1 in a series, "Leads to Better Secondary Schools in Michigan," issued by the Michigan Study of the Secondary School curriculum.[1] This handbook for making follow-up studies of graduates and drop-outs is distributed to secondary schools throughout the state.

The contents includes a summary of purposes and procedures, suggestions for planning the study and executing the plans, and using the results. This latter section is of especial interest, for it is at this stage that many follow-up studies fail—the results of the study are not translated into action by the school or the community.

Illustrations of practical applications of findings are given. Some cases are cited from Michigan; others are from the country at large. At Kalamazoo, when it was found that 72 per cent of graduates in the past 6 years did not go to college, community organizations cooperated with the schools in organizing a steering committee which provided closer relations between the schools and local industries. Result: a distributive occupational education program was established under the provisions of the Michigan State Plan for Vocational Education. A survey of job opportunities, a placement bureau, and an apprenticeship training program were set up.

A community center for recreation and adult education was the outgrowth of a survey of former high school students at Dowagiac. Curricular changes were made at Battle Creek when a study revealed that many clerical positions did not require shorthand and advanced bookkeeping. At Roseville, students and alumni built with their own hands a 3-room vocational arts building when findings showed that graduates felt the need of a practical education in the field of applied arts. Their expressed desire for an evening school led to the development of an adult education program. Follow-up studies in many of the cases cited made both school and community aware of the need for a better counseling program.

The handbook outlines methods for evaluating a follow-up study and strongly advocates that it be continuous, not just a spot survey. Sample questionnaires and interview schedules are provided. A list of references is selected from *Follow-up Studies—A Comprehensive Bibliography*, prepared by Rupert C. Koeniger and published by the Michigan Secondary Curriculum Study, 1942.

Easter Seals

The eleventh annual sale of Easter seals, sponsored by the National Society for Crippled Children and its affiliated organizations, will be held March 9 to April 9. The seals sell for a penny apiece, $1.00 for sheets of 100. The proceeds are devoted to the rehabilitation of crippled children to prepare them to lead normal, useful lives. The program requires the cooperation of numerous agencies to provide correction for physical handicaps, education, vocational guidance

[1] Capitol Building, Lansing, Mich. 25 cents.

and training, and replacement in suitable employment. With the current emphasis on the conservation of human resources, this year's appeal to the public is particularly poignant. Address: National Society for Crippled Children, Elyria, Ohio.

Notes on British Conference

A conference on post-war vocational guidance, arranged by the National Institute of Industrial Psychology and the Institute of Labour Management, was held at the Institution of Electrical Engineers in London. The report of the all-day sessions was transmitted by Forrest H. Kirkpatrick. The morning session was devoted to the reading and discussion of papers by Alec Rodgers, Senior Psychologist to the Admiralty, and by Percival Smith, President of the National Association of Juvenile Employment and Welfare Officers, on "Present and Post-War Schemes of Vocational Guidance and Recruitment for Industry." Mr. Rodgers exhibited two diagrams and a table relating to different kinds of engineering work in the Royal Navy, in which the numbers of successes after training were compared according as selection had been made with, or without, or with the partial help of psychological procedures. These results supported strikingly his assertion that the *pre*-war findings about the value of the industrial psychologist's approach to problems of vocational guidance and personnel selection have been amply confirmed today by psychologists in the Fighting Services. We shall be extremely stupid, he said, if we ignore this approach when we are making our plans for *post*-war reconstruction. He stressed the importance for vocational guidance of record cards from the schools on which the applicant's abilities, temperament, and health are cumulatively entered; and the essential need of providing adequate instruction and incentives for those who are to be engaged in the occupational guidance, selection, and training of young people.

Percival Smith sketched the development of vocational guidance in Great Britain and the improvements that had been adopted during the past twenty years, both in regard to determining the most suitable occupation for a young person and to providing him with a post in that occupation. He also described the efforts so far made to provide vocational advisers with the expert training which was so essential for success. Looking to the future, he stressed the need for careers masters (vocational counselors) in schools, so that vocational guidance would not be postponed until shortly before the young person was about to leave school, and so that educational and vocational guidance might dovetail with one another. He questioned whether the present scheme would endure whereby in some areas of the country vocational guidance was conducted by the Ministry of Labour, whereas in others it was undertaken by the Local Education Authority.

To Our Members, Subscribers, Friends

Yes, we know Occupations has been late in reaching you and we regret the delay. There are several reasons. In these stirring days when news breaks overnight we hold the pages open until the last minute so that you may be kept reliably up-to-date on the important developments. Furthermore, printers have gone to war and publishers, like everyone else, have a personnel problem. Good printers are not made in a week or a month . . . . . Your forbearance in the past is appreciated; we know we can count on you to understand that circumstances sometime stymie even our best efforts.

Books Reviewed

Reviews of Recent Publications . . . By Various Contributors

THE AMERICAN STORY OF INDUSTRIAL AND LABOR RELATIONS. By New York State Joint Legislative Committee on Industrial and Labor Conditions. Albany, N. Y., Williams Press, 1943. Pp. 315.

This readable book is a much-needed publication. Written primarily for high school students in New York State, every one in this country, both in- and out-of-school, should read this book to get a good background of the development of our industrial and labor conditions. The material on a highly controversial subject is well presented without propagandizing one side or the other. No attempt is made to offer solutions for the existing problems.

In the first four chapters (97 pages), the development of rural America is traced to the industrial United States of today. Challenging economic and social problems are pointed out as related to our industrial growth, population changes, labor and employer organizations, growth of cities, and depression cycles.

The second part (159 pages) covers government legislation and regulation of the employer and labor unions, a strike history, the work of mediation and arbitration boards, workmen's compensation and hazards, and a good explanation of the Social Security program.

Part three (34 pages) is devoted to the challenge of total war production as it affects present living conditions, inflation dangers, war strikes, our rights and responsibilities in a free enterprise system.

The pictures, graphs, and charts, of which there are 80, are, on the whole, attractively presented. Several graphs are confusing because they are too crowded. The pictures are nearly all actual photographs. There is a suggested list of library activities, visual aid devices, and debate and conference topics. This book should be in every library for supplemental reading material in American History and Problems of Democracy courses in high schools and colleges. It could be used also as a textbook for a full semester's course in labor problems.—WILLARD H. MANN, JR., *Counselor, Guidance Department, Ardsley High School, Ardsley, N. Y.*

AMBASSADOR TO INDUSTRY. By Clyde W. Park. Indianapolis, The Bobbs-Merrill Company, 1943. Pp. 324. $3.50.

This is the story of the architect, engineer, and educator, Herman Schneider, written by his friend and colleague, Clyde W. Park. Dean Schneider, as he was nationally known, originated the cooperative system of education in the College of Engineering and Commerce at the University of Cincinnati, in 1906, when 15 firms made part-time places for 27 students. In 1921, there were 907 students and 208 firms participating. Steady progress has been made since then, and the system has been introduced at Akron, Antioch, Georgia School of Technology, Harvard, Marquette, New York University, Northeastern, Massachusetts Institute of Technology, Pittsburgh, and other institutions.

The *Ambassador to Industry* is Herman Schneider. He worked within the academic framework, but he was not strangled by its traditional viewpoint. He was trained as an architect at Lehigh University and he practiced his profession for several years before accepting a teaching post. He distrusted any system of education that did not combine practice with theory. He knew that engineers must find their places in industry, and he believed that a combination of class and laboratory instruction, alternated with supervised productive work in industry, was the best combination for developing future engineers. He found that leading Cincinnati industrialists were receptive to his ideas and the University authorities made it possible for him to introduce his system on a small

scale. Constantly he talked with business groups and interviewed men who could make opportunities available for boys in their factories. His system has had a profound influence on vocational education.

Dean Schneider served as labor mediator on a number of occasions and participated in surveys of industrial education in New York City and elsewhere. He was not to be diverted from his main interest and refused several college presidencies. However, he did serve for a short period as President of the University of Cincinnati until the post could be filled permanently.

Dean Schneider was never convinced of the predictive value of psychological tests and relied primarily upon extensive interviews with students for information that would enable him to advise them regarding their choice of careers. He was as much interested in outstanding failures as in outstanding successes. The many sides of Dean Schneider's personality are indicated by his interest in art and literature. He was instrumental in providing examples of painting in the corridors of the College of Engineering and Commerce and he wrote short stories, articles, and poems as a recreational hobby.

Ambassador to Industry combines a description of the personality of a man and an account of a system of education that undoubtedly will grow in importance. The ideas that are presented here will appeal to practical people. This book should be read by teachers who are interested in "bridging the gap" between the work of the classroom and the field of industry.—RICHARD S. UHRBROCK, *Head of Research Department, Industrial Relations Division, Procter and Gamble Company.*

OCCUPATIONS TODAY. By John M. Brewer and Edward Landy. Boston, Ginn and Co., 1943. Pp. 378. $1.64.

John M. Brewer, Graduate School of Education, Harvard University, and Edward Landy, Director of Guidance, The High School, Montclair, New Jersey, present a textbook for use in teaching about occupations. The "Today" in the title indicates not only their reasons for writing a new text but also the purposes in choosing the material. Pertinent subject matter from the 1936 revision of Brewer's *Occupations* is retained. Teachers of classes in occupational information will find this a timely and a stimulating book.

This is the first text to present to pupils the findings of the 1940 Census of Occupations. The data are treated from the aspect of the students' interest in them as an approximation of the kinds and numbers of workers that will be needed to supply human needs when this war is over. Long-range trends in old and possible new occupations and the accompanying job requirements are considered, as well as war-produced occupational opportunities and working conditions. Relationships between peacetime and wartime jobs are shown; and the post-war value of military training and experience is pointed out.

Opportunities for patriotic service for boys and girls in the Armed Forces and in essential industries are outlined; practical help in both a long-range and short-range vocational planning is given. The increasing number of government jobs is noted.

The subject-matter is unified, consistently developed, balanced, and proportionate. Percentages of pages devoted to topics are approximately: survey of occupations, 43 per cent; choosing, entering upon, and progressing in an occupation, 37 per cent; general information about the world of work, 11 per cent;

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working conditions and problems of workers, 9 per cent.

Full-page illustrations show workers and learners engaged in the tasks of about fifty different occupations. Significant details of surroundings, equipment, and duties give unusual value to these pictures. Most of them portray people using their hands, as well as their heads—the kinds of jobs in which more than 90 per cent of the population earn their living.

The book would be strengthened if the teaching aids were more definitely planned to bring about a continuous and progressive growth in all the techniques of investigating occupations, and in the use of all source materials. Consciously organized skills of lifetime value could by this device be more easily developed.

The bibliography would be improved by certain additions, such as: titles of periodicals carrying educational and occupational information, books about how to get a job, government bulletins and pamphlets dealing with regulations for protection of workers, and periodicals and journals for counselors.

The style is simple and direct; the tone is informal, friendly, and objective; the vocabulary is adequate for the interpretation of information about today's occupations and for the setting forth of basic principles governing occupational choice to youth in ninth, tenth, or eleventh year classes. Pupils will like this book.—MARY L. HUEY, *Atlanta Opportunity School, Atlanta, Georgia.*

Publications Received

Facts about Nursing. Nursing Information Bureau, American Nurses' Association, 1790 Broadway, New York City. 1943 Edition. $.25.

Information as to the number of nurses in the country, the number serving overseas and with the federal nursing service, the number of students, income, the number of licensed auxiliary workers in nursing and laws relating to them. Important reference book for counselors of girls.

Which Jobs for Young Workers—a series. Children's Bureau, U. S. Department of Labor Washington, D. C. Free.

Employment of Young Workers in War Industries, Advisory Standards for Shipbuilding, Advisory Standards for Lead and Lead-Using Industries, Advisory Standards for Employment Involving Exposure to Carbon Disulfide

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Advisory Standards for Employment Involving Exposure to Chlorinated Solvents, Advisory Standards for Welding Occupations, Advisory Standards for the Operation of Metal-Working Machines, Advisory Standards for the Aircraft Industry. This series of pamphlets gives briefly information on these industries, specifying the occupations in which minors might be safely employed and those from which they should be barred. Very useful for counselors at this time of labor shortages.

Hazardous Occupations Subject to a Minimum Age of 18 Years under the Fair Labor Standards Act of 1938. Ten Questions Answered about the Child-Labor Provisions of the Fair Labor Standards Act of 1938. Children's Bureau, U. S. Department of Labor, Washington, D. C.

The Act in a nut shell.

Controlling Juvenile Delinquency. A Community Program. Publication 301. *Understanding Juvenile Delinquency.* Publication 300. Children's Bureau, U. S. Department of Labor, 1943. Supt. of Documents, Washington, D. C. $.10 each.

Goals for community action and procedures, which include recommendation for counseling and placement services, are outlined in the community program.

EDUCATORS GUIDE TO FREE FILMS

Horkheimer and Diffor, THIRD ANNUAL EDITION, completely revised Sept. 1943, includes 1943 releases. 169 pages, 2056 films, 3530 reels, 147 slidefilms, annotated, subject-classified, cross-indexed, title-indexed, 27-page WARTIME EDUCATION section, $3.00.

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FULL EMPLOYMENT

Number One Problem: Big problem in post-war planning is to keep national income high enough to support demand for goods and services giving post-war jobs to some 60 million Americans. Only 48 million held jobs before. Chances of keeping all busy and happy after armistice aren't too rosy, judging from latest talk here. Big business spokesmen are beginning to hope for ''high'' and ''reasonably high'' employment after war instead of ''full employment.'' Some labor groups accuse big business of working for enough unemployment to ''make labor behave.'' There's no such thing as absolute full employment, considering people out of work while shifting jobs or during long illnesses. But unemployment of more than three million can have important effect on wages and other working conditions.

Mass unemployment: Mass unemployment after war might bring on bitterest economic fist-fight in U. S. history. One group would fight for advantages over another. Probable line-up follows:

War vets: They'll be on top. Anywhere from 13 to 15 millions strong, they'll be three times as big in number as vets of World War I—bigger than vets of all American wars put together. Patriotic sentiment plus great voting power will give them job priorities. New government jobs for non-vets may be practically nil. If business conditions get tough enough, ex-servicemen may even strive for government clerical jobs, leave women out in cold.

Ex-war workers: There's strong movement on foot to give second-best job preferences to workers who stick to war jobs until victory.

Women: Trend in employment of women was up before war; war has stepped it up. There may be net gain of less than million women workers after war's end. Many employers have discovered weaker sex to be better workers than they had imagined. Others, forced by war to organize large female staffs, are waiting for chance to clean them out. Prejudice against women is still strong. They would get kicked around plenty in a lean post-war job market. Fields generally closed to women before Pearl Harbor may give them cold shoulder after war.

Workers over 40: Pre-war problems of this group will bob up again after armistice, especially if plenty of younger men and women are out job-hunting.

Minority groups: Race, religion, nationality may deter placement if jobs get scarce. Organization has been set up to work for making Committee on Fair Employment Practice permanent government agency.

Kids now in school: No group would be harder hit in case of mass unemployment. Lacking experience and maturity of older workers, not having same claim on jobs as war vets, they may be shoved around more than were kids during depression of thirties.

What to do: Provide jobs enough for all who can and want to work, and select purely according to qualifications for the job.

PRIVATE SCHOOLS BEGIN HOUSE-CLEANING

Business schools: National Council of Business Schools has recently issued national directory of such schools. Directory lists 85 per cent of private business schools in country. Information includes attendance, faculty, courses, equipment. No effort was made to check accuracy of data given by schools. Future editions may list only schools that toe mark on standards. You can get code of minimum standards and directory free by writing National Council of Business Schools, 839 17th Street, N. W., Washington 6, D. C.

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Dictionary of professional occupations is now being worked up by National Roster of Scientific and Specialized Personnel. It will refine definitions in USES Dictionary of Occupational Titles and become part of it. Look for it in about five or six months.